

Foreword by Benjamin Spock, M.D.

LET ME DO IT!



RECOMMENDED
BY THE
AMERICAN
MONTESSORI
SOCIETY

**More than 300 delightful,
sensible activities and projects
for EVERY child
—regardless of ability!**

Anne Rogovin

—Revised—

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This book surely would never have been possible without my wonderful husband, Milton. I lovingly dedicate this book to him

our children

Ellen

Paula

Mark

our grandchildren

Malaika

David

Steven

Aliya

Eric

and all the children on this planet
for a world of peace and freedom.

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FOREWORD

A Bit of Advice to Parents from Ben Spock

I am—and always was—an unimaginative parent and grandparent myself. When my children asked me to tell a story, my mind went blank. And if I forced myself to begin with: "Once upon a time there were two little boys," I could only think of ultrarealistic actions like "and they went to school in the morning," which didn't make a very interesting tale. For a project for my child, I could buy a solid model airplane kit, but that's not anything you can procure on the spur of the moment—or without money.

When I and my four sisters and one brother were children, the most popular books in the house were a many-volumed set for children that was partly encyclopedia, partly stories, and partly do-it-yourself directions for such projects as making a miniature farm, or building a real electric bell out of a tin can and a worn-out electromagnet that your neighborhood electrician will sell you "for a few cents." I read all these directions avidly. I made the simpler things that needed only materials already available in our house. But I rarely had the few cents to get the necessary extras, and I rather doubted that the electrician would have the worn-out electromagnet or would welcome my trade.

Anne Rogovin's book *Let Me Do It!* will be a great success with your children. It will be just as great a success with you. It's a fat book all full of ingenious things that your *young* child can do, or can make out of things that are in *any* home, no matter how modest: animals to keep, not only puppies from the pound but insects, too; what to make with empty plastic bottles; how to make puppets and put on a show; tasty recipes a child can make without a stove; how to grow simple plants (which fascinates all children); how to make a musical instrument; what to do with spools, tires, yarn, stones, and rope; and about water, sand, and mud pies.

With this book your child will never run out of projects, and you'll always have an answer when your child says, "There's nothing to *do!*" This is indeed a wonderful and necessary book, and the most significant work ever written on the subject.

Benjamin Spock, M.D.

INTRODUCTION

In my thirty years of teaching, I have never come across parents who did not wish the very best for their children, that they grow to be healthy mentally and physically and turn out to be useful, self-sufficient members of society.

All of us—all peoples of the world regardless of race, color, or creed—want this for our children. But sometimes it isn't easy the way things are, and sometimes all of us can use a little help. Especially in these fast-paced days, well-meaning, anxious parents often rush to give their pre-school children (and pre-pre-school children!) doses of "academics" so that they will have a headstart in the competition for success in school, college, and life. Often much of this early exposure occurs long before the child is developmentally mature, with lots of chances to pretend, imagine, and make believe; to experiment, choose, and make mistakes; to explore the wonderful world with their wonderful senses; to daydream; and to play.

You may care to know what children could profit by the ideas presented in this book. The ideas may be used by:

- children who are normal in intelligence but who have difficulty learning in some areas. These children are usually referred to as "children with learning disabilities";
- children who are autistic (children with little or no awareness of themselves or the world of reality);
- children with severe emotional problems;
- children who are blind, hard-of-hearing, or with other physically handicapping conditions;
- children who have mental retardation;
- children who—because of economic and/or cultural difference—do not have the conventional experiences of a "typical" child;
- children with no serious problems, who might be in nursery school programs, Headstart or Early Push programs, first, second, or third grades.

I include all these groups, regardless of what they may be classified, for I firmly believe that the principles of learning are

generally the same for all children but that each child needs to learn at his or her rate of speed and not be pressed by anyone regardless of how well-meaning that person may be.

I firmly believe that children learn best when activities and materials are concrete; when they can become experienced, handled, felt; when they become a part of their hearts and minds.

Children may not be able to verbalize their thoughts, but may look at you as if to say: "Let me find out things by myself. Let me look at things. Let me touch and handle things. Let me hear and smell and maybe taste some things. I just know I can find out lots of things by myself. If you'll only let me go slowly, please!"

I firmly believe that children learn best when they are allowed to gravitate to the materials by themselves (without adult persuasion) and when things are presented:

simply (without complication)

slowly (going one step at a time, with lots of chances to go over

and over a thing until it is fully instilled in the child's mind)

so you can leave when you're tired of it

so you can come back to it when you feel like it

making your own mistakes

making your own corrections

with no one to say there's a right way and a wrong way

using the ideas freely until that deliciously satisfying, triumphant

moment arrives when the child proclaims either inwardly or

outwardly:

"I GOT IT!

I GOT IT!"

Then we know that one indispensable ingredient for their development has arrived!

I firmly believe that children learn best when activities and materials are familiar to them, easily available in their homes or nearby: cartons for the construction of skyscrapers, hideaway houses, cars, busses, trains, airplanes, and boats; cans for nesting and stacking or to play store with; buttons to sort into colors or to make into a pretty necklace; bottlecaps to write their names—or any name in the world—with; paper bags for firefighter hats or to put leaves in; a mitten without a mate to make into a puppet for a lesson on how to use the word *please*; knives, forks, and spoons for sorting; pots and pans and jiggly measuring spoons for orchestras.

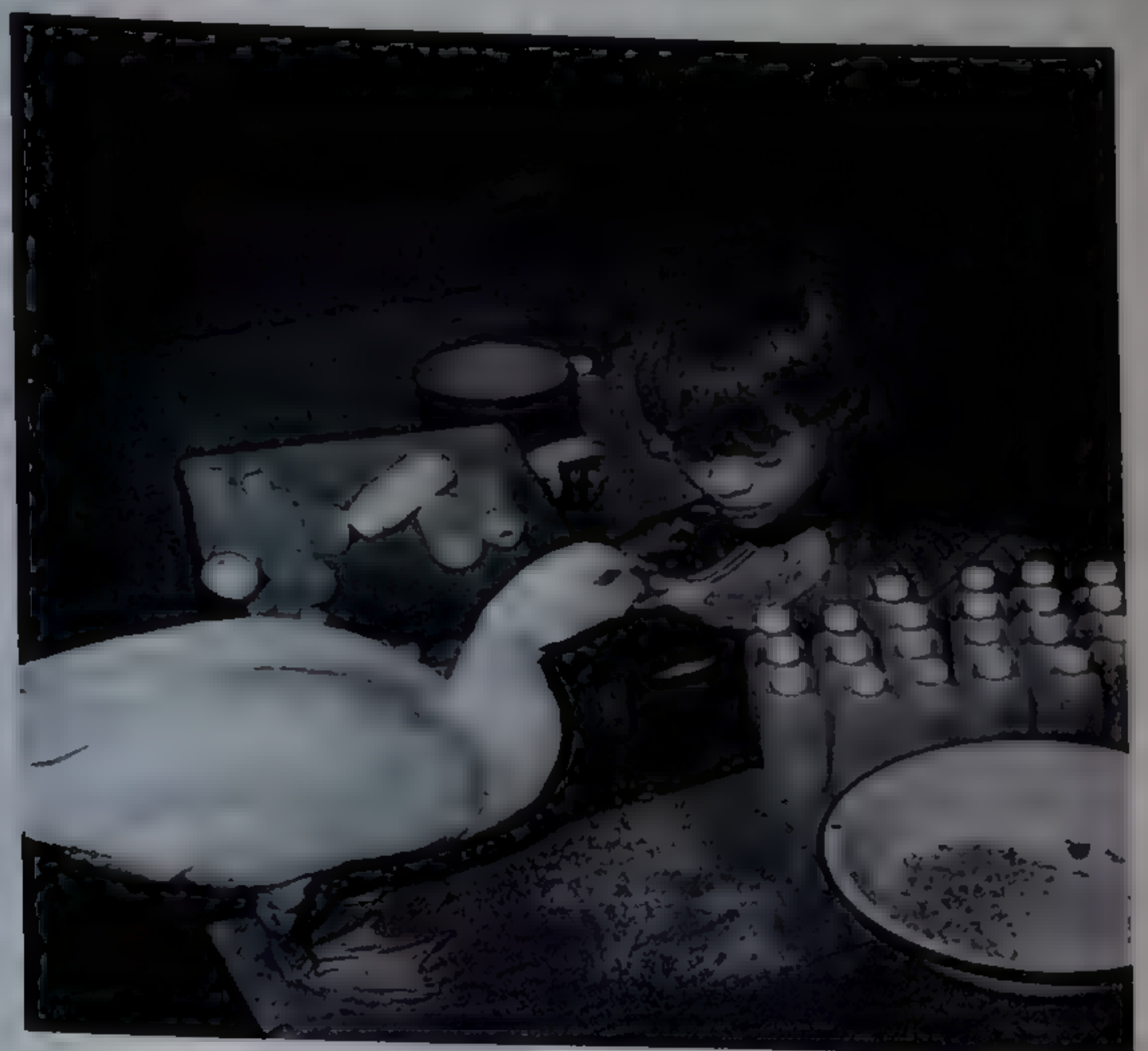
I firmly believe that children learn best when things of nature are commonly used. There ought to be a sympathy with common things, a kind of harmony with our environment. Children need to understand that nature (despite the crowded cities and pollution) is all around us, sending out messages to us, begging us to pay attention: a gentle breeze, a yellow dandelion, a squirrel scampering up a tree, pigeons on a fire escape, chestnuts, a worm brought out by the rain. Did your child ever see a sunset or a rainbow? Did your child ever play in rain puddles or roll down a hill? Did your child ever lie on his or her back and watch the clouds? Did your child ever fly a kite?

Unsupervised television, radio, movies, books, magazines, and (yes!) people seem to inundate children with all kinds of grown-up information and take up so much of their growing time. Sometimes I feel that many children may miss out on some of the other things, which are so important for early childhood, that can't wait. Childhood goes by quickly, and "you can't go home again."

Anne Rogovin

ANIMALS

Given a choice of anything in the world they would like to have most of all—more than dolls, more than a bicycle or an electric train—my guess is that the majority of children would like to have a live animal pet.



Luckily for children, ducks are terrible runners but can waddle about (oh, so delightfully awkward), making good company for children to talk to.



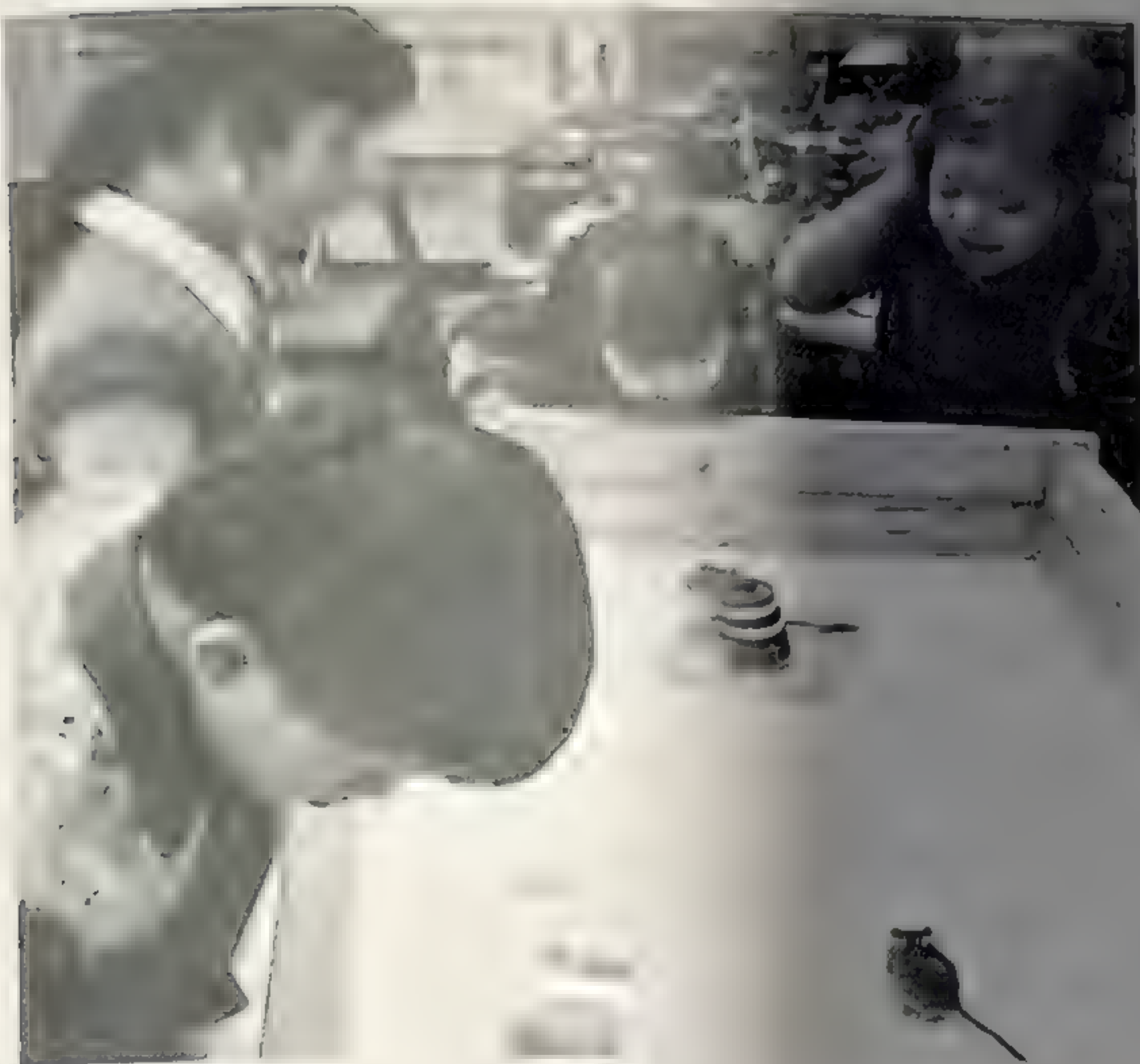
A rabbit
is for
loving



And feeding



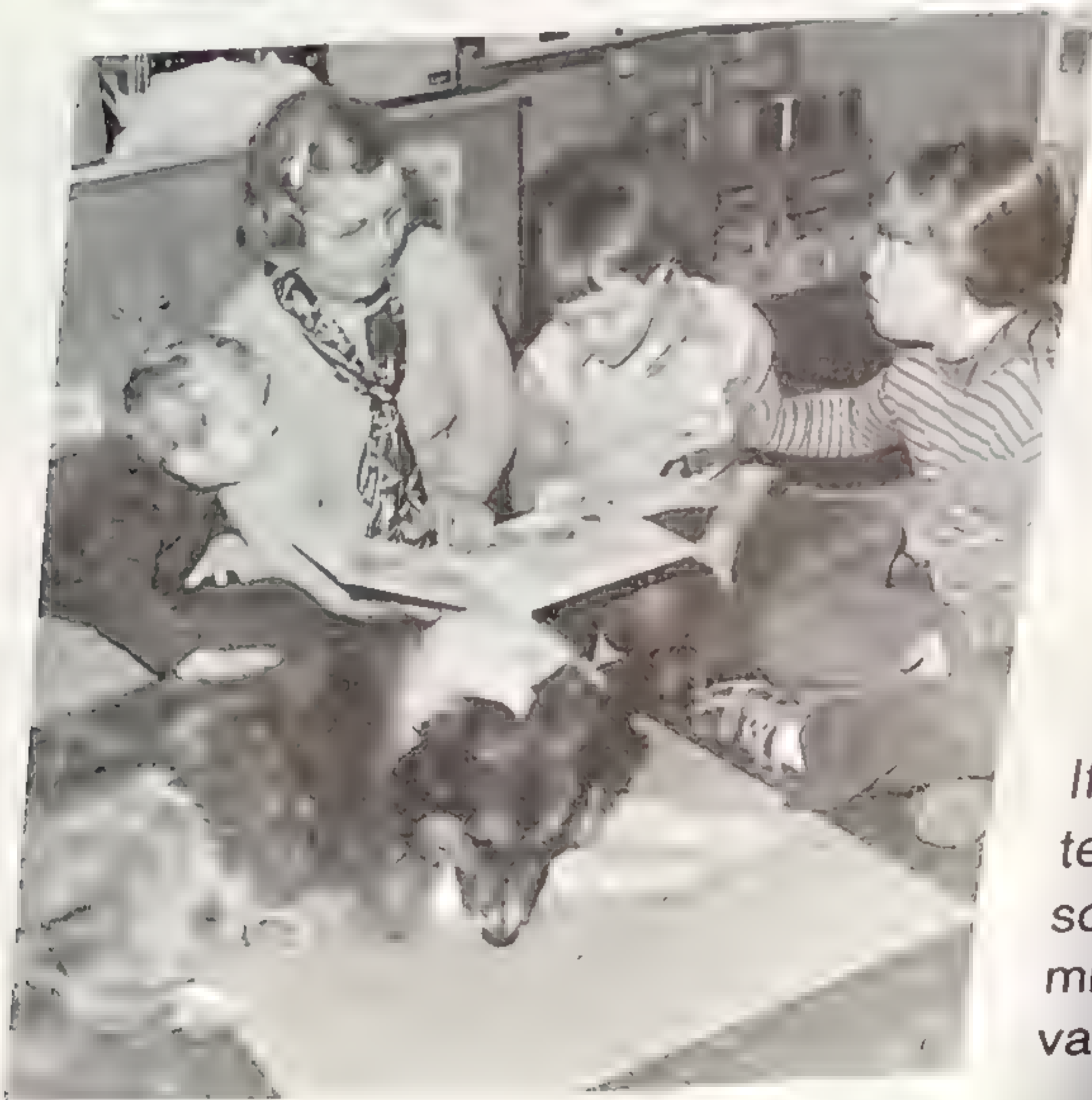
And to draw



As long as children aren't *made* to (do you remember the book reports you *had* to make after you read a book?), they can be encouraged to make their own interesting observations.



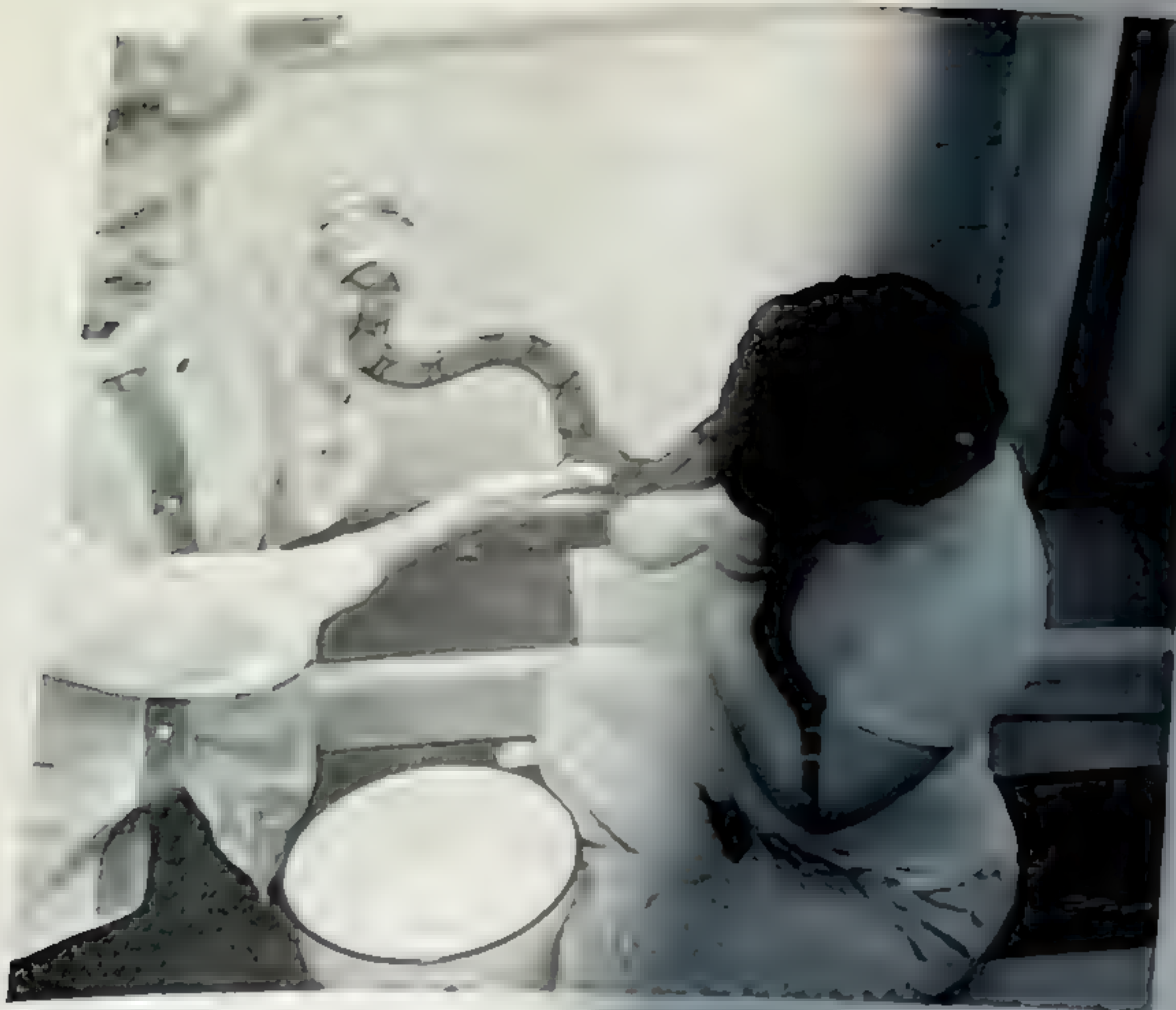
The local SPCA or dog pound usually has unwanted or stray animals you might get as pets.



If you can't own a pet, you can have a temporary pet as we have, when our school aide brings hers to school. You might have a friend going away on vacation whose pet you can "borrow."



When you have a male guinea pig and a female guinea pig (unfortunately Sally got camera-shy and is behind the blocks), you can be sure that you will have some dynamic lessons in "life."



The poor snake has more myths and misconceptions about it than just about any living thing.

No, they aren't all poisonous.

No, snakes aren't slimy. Their scales are perfectly dry.

No, when a snake thrusts out its tongue, it isn't trying to bite you, it's only trying to find out what's going on.



A "found" sparrow—and a call to the Museum of Science tells us "what to do."



The big, beautiful monarch butterfly is just a visitor. *(You wouldn't want to be locked up in a cage, would you? The butterfly wants to be free. It has a lot of work to do.)*

BAGS

When Michelle picks a sneaker out of one bag and concentrates hard to feel for a matching sneaker in the other bag, she is training her sense of touch.

Seeing, hearing, tasting, smelling, touching. What marvelous instruments nature has given us !

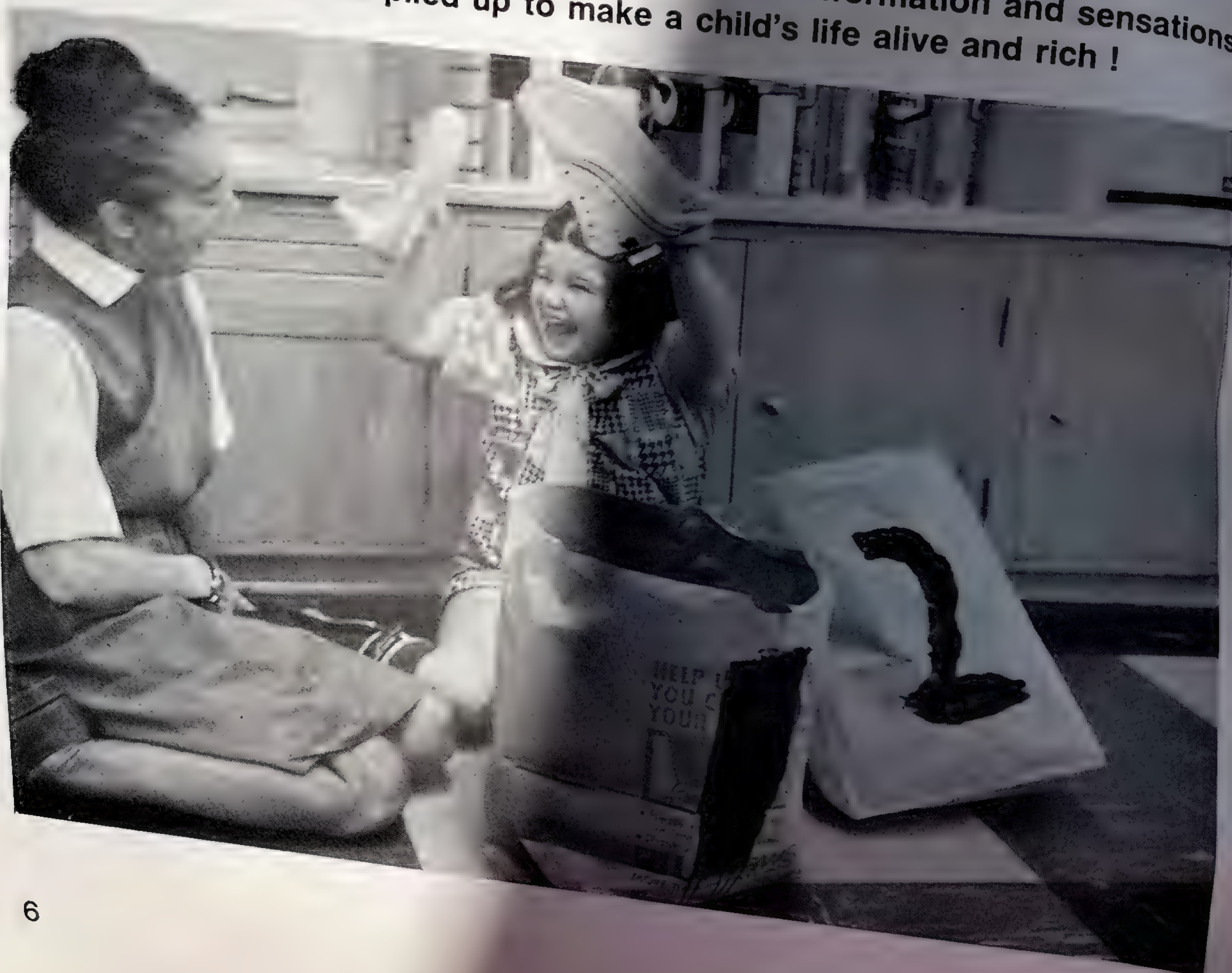
When children live with these senses sharpened every minute of the day, of the year
wherever they may be

- at school
- at home
- in the neighborhood
- in the country

whatever the weather

- rain
- hail
- sunshine
- or snow

what a tremendous collection of information and sensations can be piled up to make a child's life alive and rich !





Don't you agree that Michael makes a magnificent leader for the parade?

Michael could have used another bag to make a mask for his face, but he didn't want one.



This attractive set of puppets is a child's "family," and they are about to go to the restaurant for a lesson on "pleases" and "thank yous."



"Time to put your things away" can be more pleasant for a child when large paper shopping bags are labeled and easily accessible.

Before you buy a game, why not see if you could make it, or something like it. Better yet, could your child make it "all by myself"?

What else can you use for tossing besides buttons?

- stones?
- chestnuts?
- bottle tops?
- peanuts?



BIRDS

Do you know that the beautiful wild outdoor birds—like robins, sparrows, chickadees, and dozens of others—can be a child's special pets? Very special indeed, because the birds can roam about happy and completely free, with no cages to bar them.

Let your child try to lure these fast-moving creatures to come closer, stop awhile, and have a bite to eat. It's not so hard to do if you use bird feeders (one, two, three, or more lunch counters full of food they love, like birdseed, bread crumbs, suet, raisins, and peanut butter). Be sure to include water, because birds get thirsty, as all of us do.

And another thing to remember, put the bird feeders out of the way of cats, who will eat up the food—and maybe the birds too !

How to Attract Birds

JUST-A-DISH FEEDER

Put food on a dish and set it in a spot where cats and other animals can't get at it.



GOURD FEEDER

Cut a hole in the gourd. Put table scraps into hole and suspend from branch.



BERRY-BASKET FEEDER

Put cord through holes of berry basket. Add suet and suspend.



TIN-CAN FEEDER

Remove top and bottom of tin can. Put cord through and suspend.



ALUMINUM FOIL PIE-PLATE FEEDER

Poke three holes close to the rim of a pie plate. Put cord through holes and suspend.



PLASTIC-BOTTLE BIRD FEEDER

Cut out half of side of plastic bottle. Leave the bottom to set food on. Suspend.



WALNUT SHELL

Suspend walnut shell filled with peanut butter.



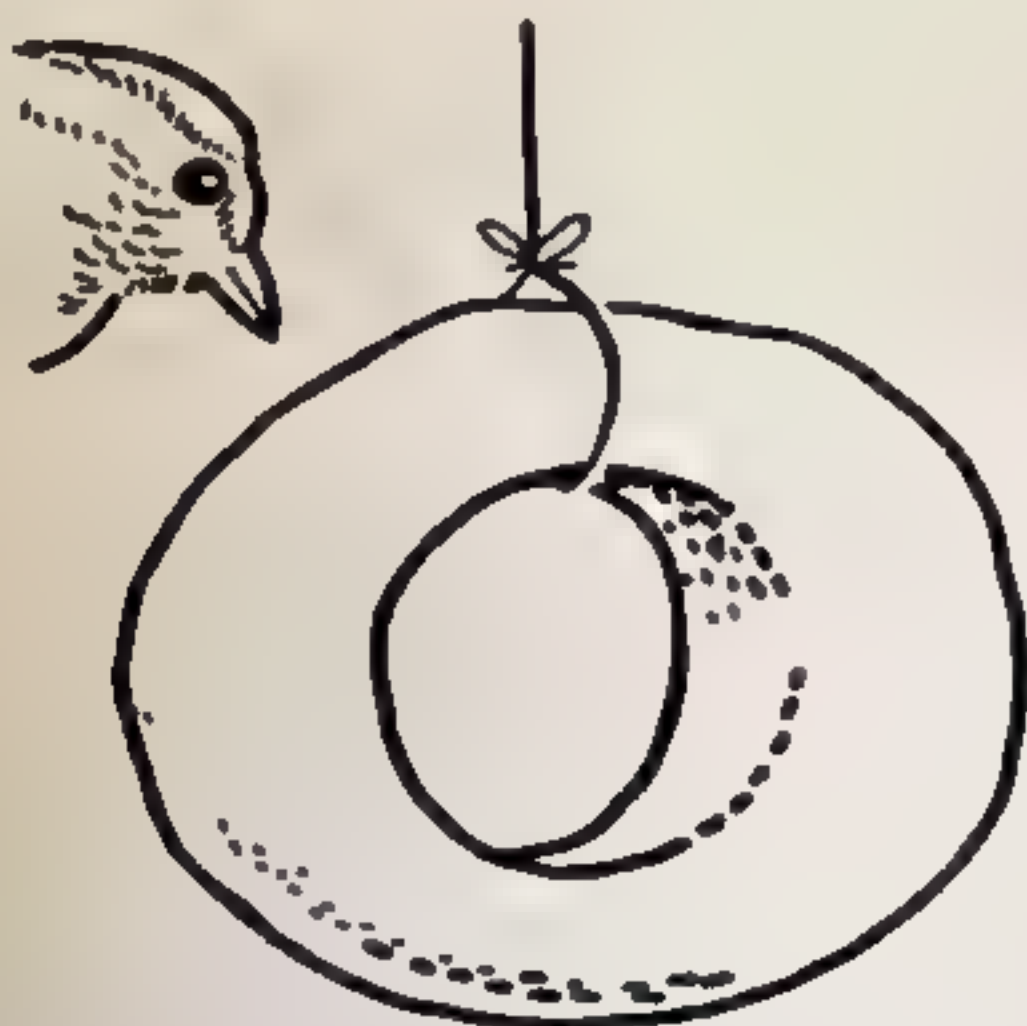
GRAPEFRUIT (OR ORANGE) FEEDER

Poke two or three holes through grapefruit (or orange). Put cord through holes and suspend.



DOUGHNUT

Hang doughnut from string.



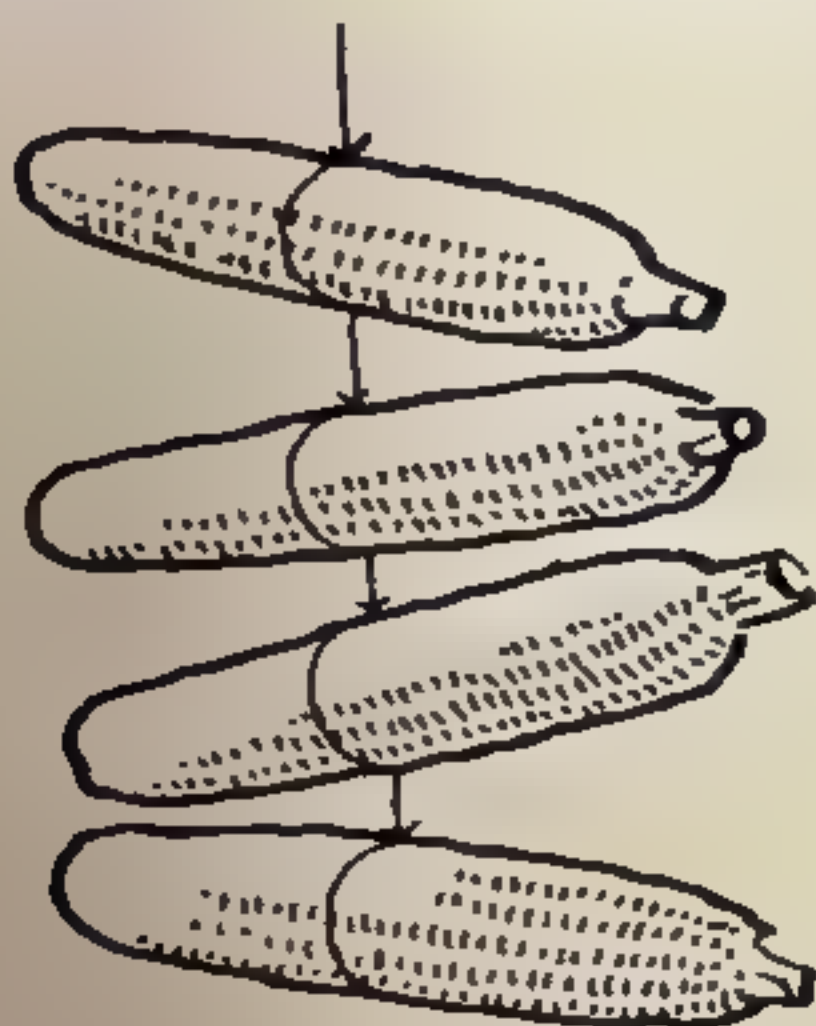
POPCORN AND CRANBERRIES

Thread popcorn and cranberries onto string. Suspend.



CORN FEEDER

Attach corn onto string and suspend from branch.



SUNFLOWER-PLANT FEEDER

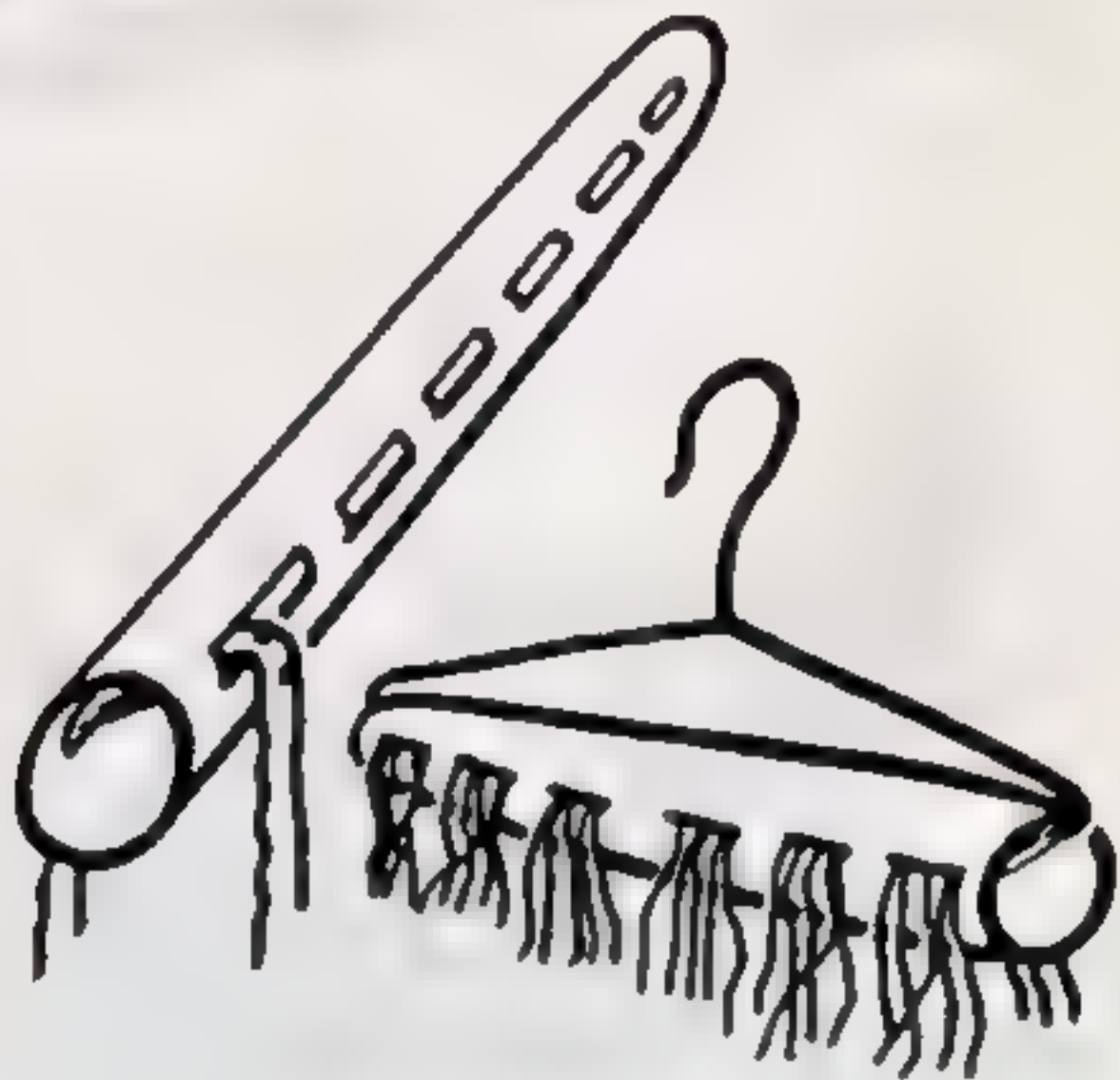
Grow sunflowers and watch birds come for their seeds at the end of the summer.



HOW TO ATTRACT BIRDS (CONTINUED)

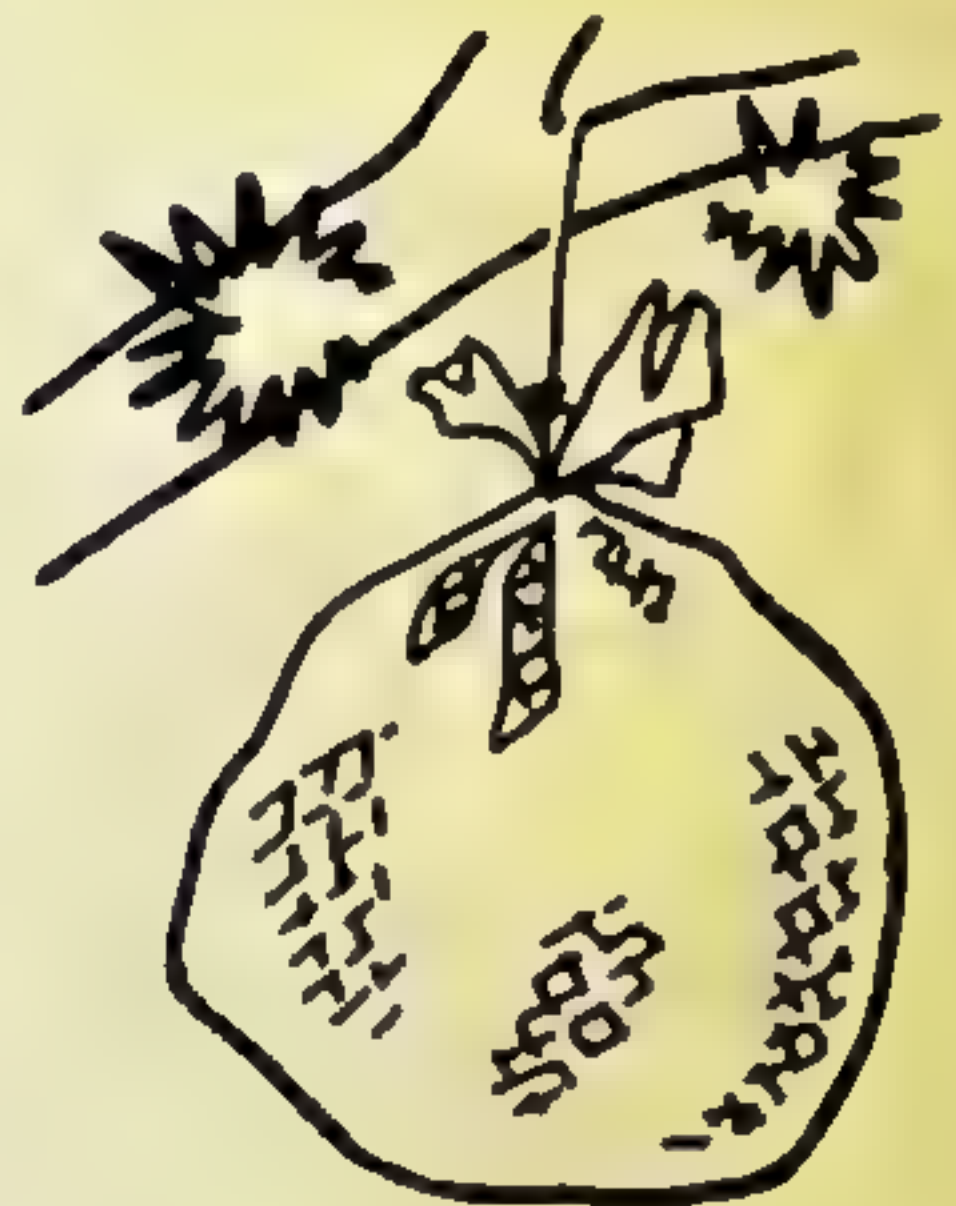
BIRD-NEST SUPPLIES

Mount supplies for bird nest (string, yarn) in slits of paper tube.



ONION BAGS

Stuff onion bag or cheesecloth with suet and suspend from branch.



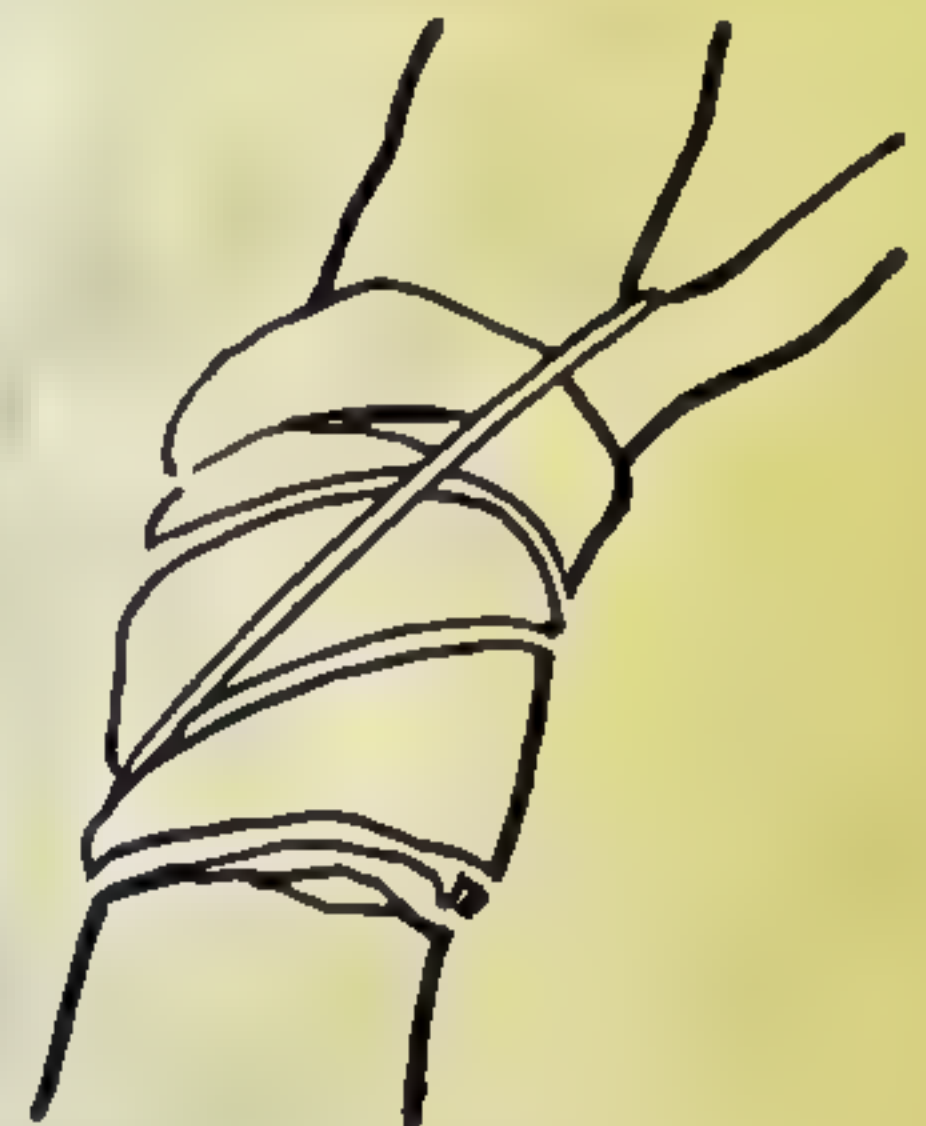
PAINT WITH PEANUT BUTTER

Paint peanut butter on tree with knife or stick.



SUET

Tie suet on tree.



PINE-CONE FEEDER

Stuff pine cone with peanut butter and suspend from branch.



LID FOR WATER

Place lid upside down with water.



BOTTLES



It really isn't of great importance that a child know what sound *this* seed or *that* seed makes when it's jiggled in the jar. What *is* important is for the child to get in the habit of listening carefully.

Listen to

- rain on the windowpane
- car horns
- a factory whistle
- the snap of a twig
- footsteps on the sidewalk
(*Are they all the same?*)
- the crunch of an apple
- the robin (*Can you imitate her song?*)
- the grass (*Does it whisper?*)

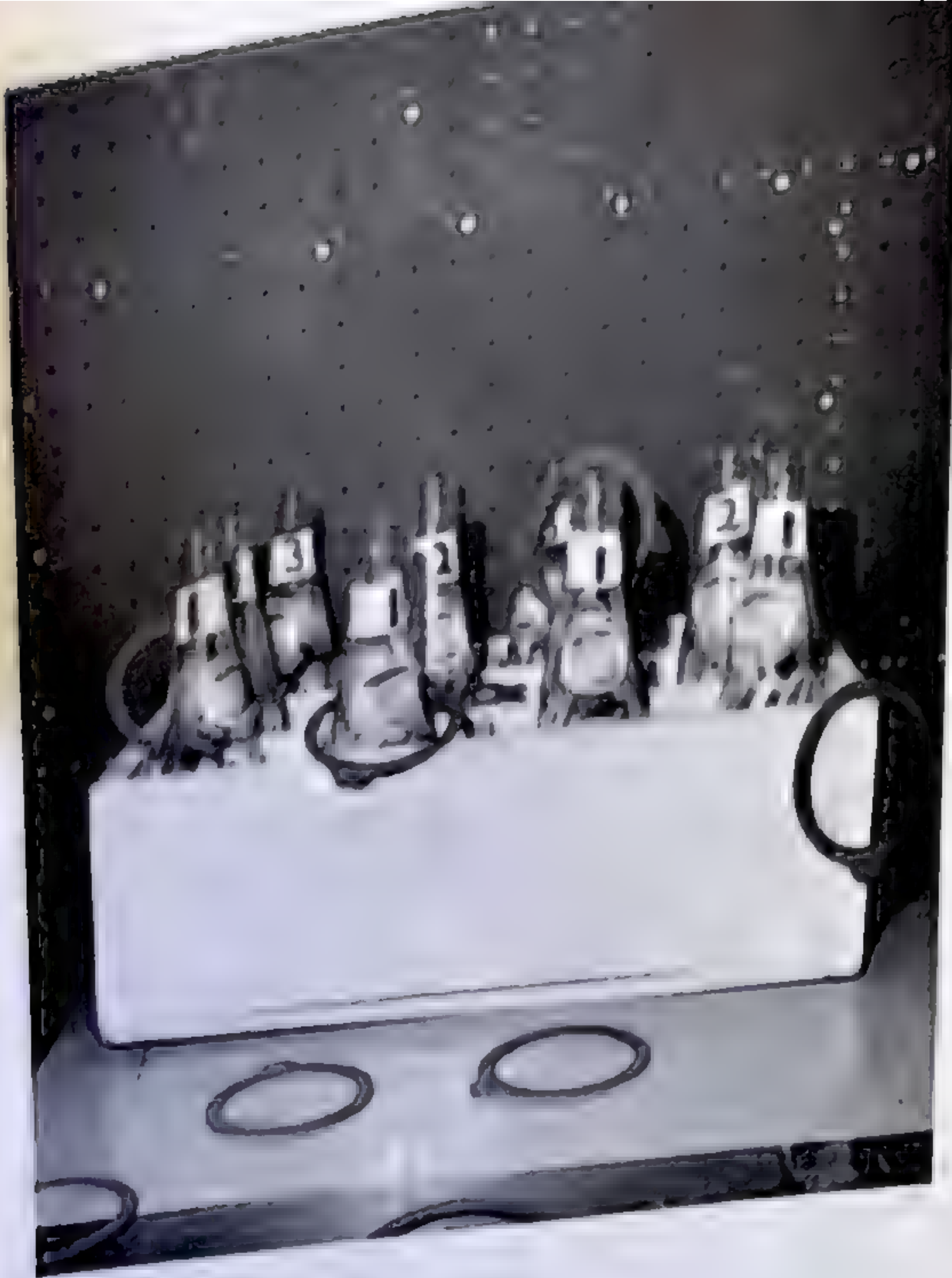
Close your eyes and imagine the sound of

- a hammer
- sweeping
- water from the faucet
- sawing wood
- the doorbell
- the eggbeater
- cutting with scissors
- the pencil sharpener

How many of these sounds can you make?

- | | | |
|---------|-----------|-----------|
| • cry | • swallow | • whisper |
| • sigh | • pant | • sing |
| • cough | • sneeze | • blow |
| • hum | • choke | • sniff |

Can you giggle? Can you snore?



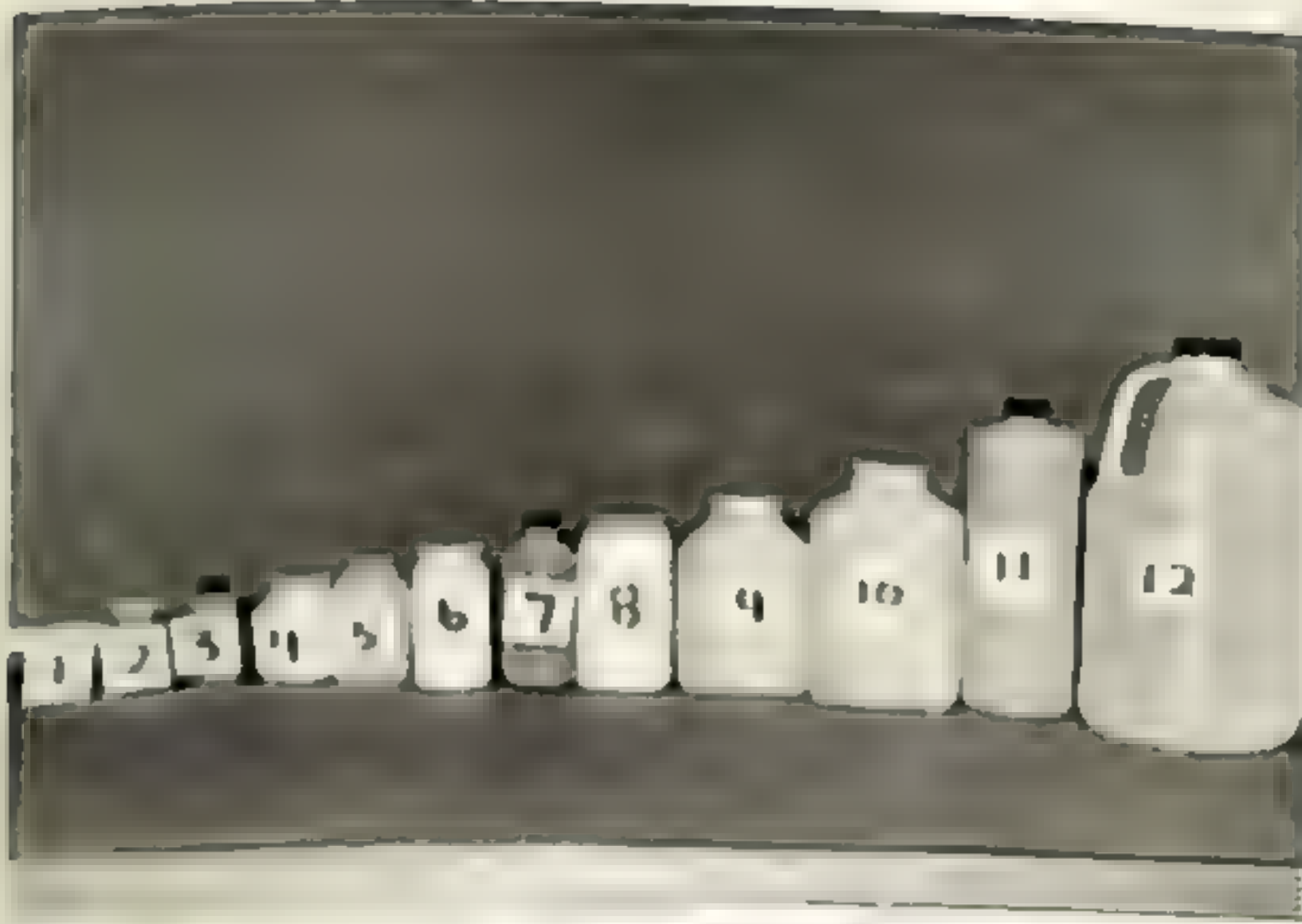
An exciting toss game made of pop bottles and canning-ring rubbers gives no hint that you are encouraging your child to enjoy things that have to do with numbers.



When Maureen holds "the woods" she made all by herself

the fir twigs, the damp earth, and the berries *she* gathered
the jar *she* got from a neighbor
the cover *she* put on to "watch the droplets collect under the glass and see how they drop back again to water the earth"

she will remember this for a long time.



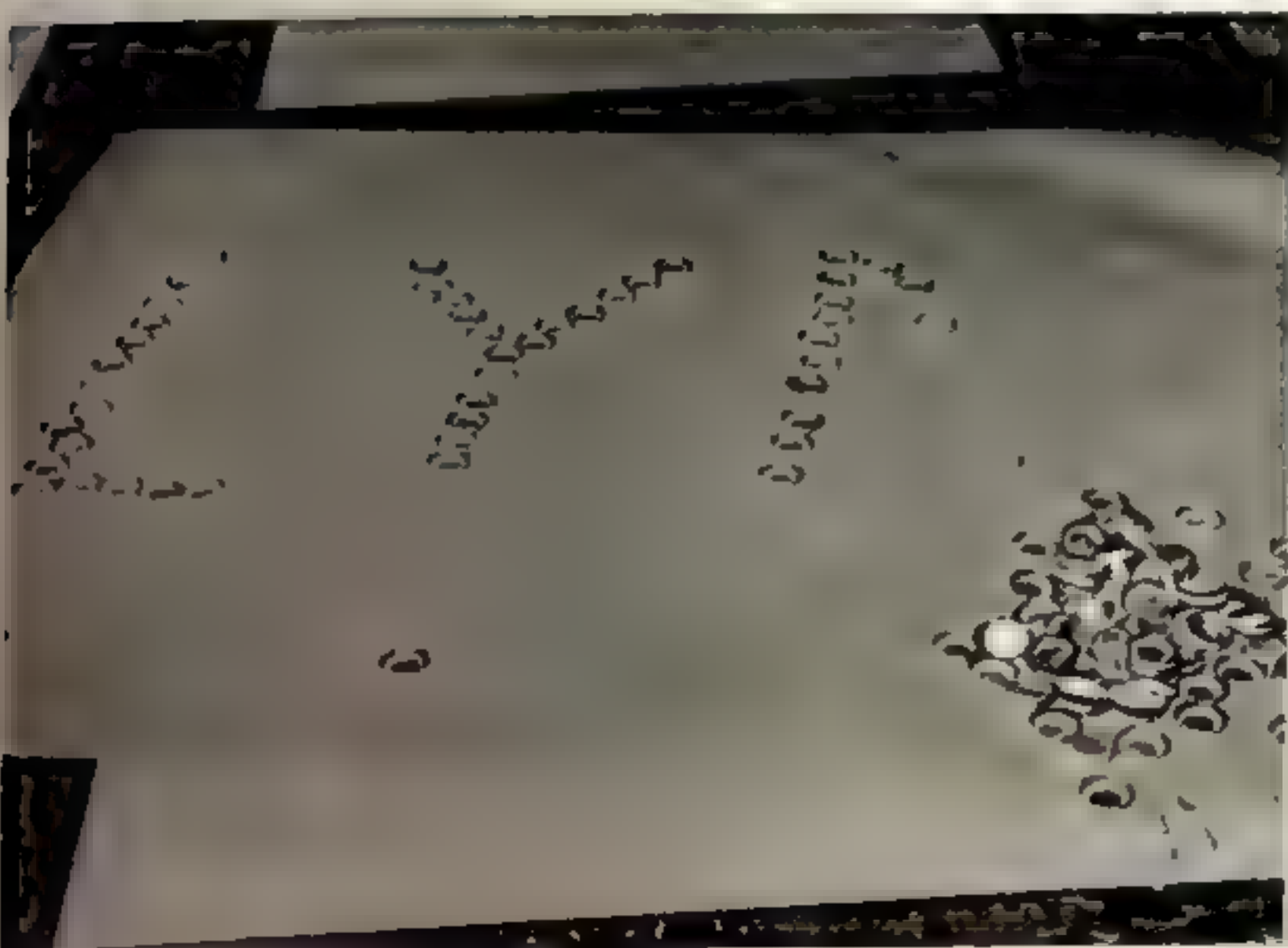
When you go "up the hill," you can tell *by yourself* when the bottle isn't the right size—and you can make the correction *by yourself*.



It looks as though Maureen is just sorting nails, doesn't it? No, Maureen is doing much more. She is making comparisons, forming judgments, reasoning, and making decisions. (I wish you could have seen the look of triumph when her job was completed !)



These bottles (and cans) painted with *your own colors* and *your own designs* give you another chance to feel, "I'm satisfied with what I did !"



Can you write your name with bottle tops? Your telephone number?

Can you draw a pretty picture with bottle tops?

BOXES



It doesn't take long to transform a large carton from the supermarket into a car, train, plane, or boat. (And no reservations needed !)



An extra-large carton from a big appliance makes an inviting hideaway house.



Assorted sizes make magnificent towers for "building up" and "knocking down" (also for "getting into").



A child usually won't need coaxing to do number work with such an enticing bowling alley as this.

You don't have a ball handy? Then, roll up a sock and use that.



Not many children would refuse to match numbers with these dice made from half-pint milk cartons. Milk cartons also can make:

- a set of blocks (especially good if you have other sizes like quarts, half gallons, and gallons)
- containers for growing seeds



When Michael puts a slit on the cover of the large-size oatmeal box, it will become a bank, "so I can save my money for a bicycle."

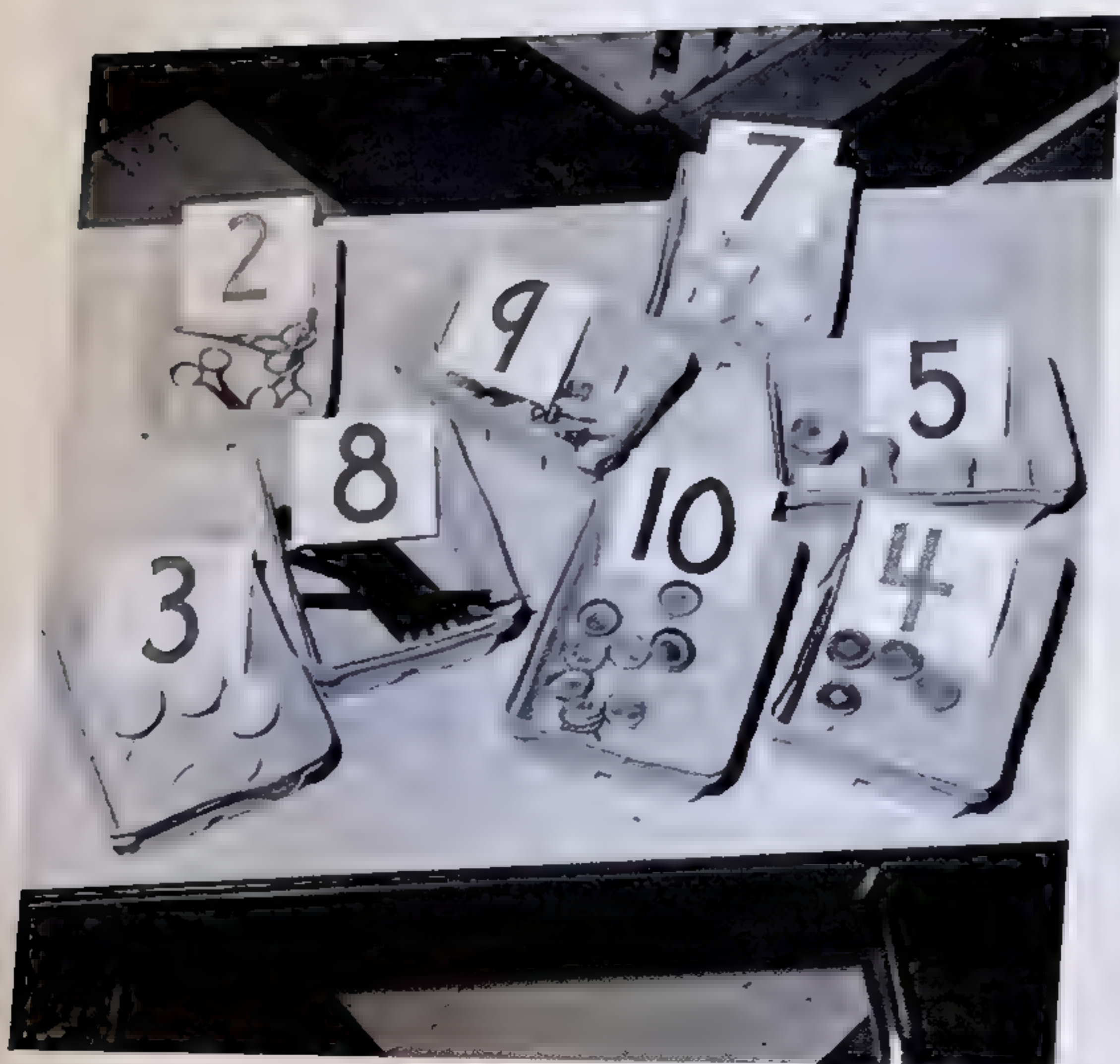
Other round boxes, like those from cheese and ice-cream, make excellent treasure boxes for stones and marbles.



The oatmeal and mothball boxes are "the City Hall," and the toilet tissue rolls are a "little house."



A supply of shoe boxes helps keep things in order. Children may need a certain amount of order (perhaps more than we adults realize). Order gives children something they can "count on" and can be psychologically satisfying.



Fruit boxes, bottle tops, buttons, spools, scissors (things within a child's environment) make early contacts with numbers pleasant.

BRICKS

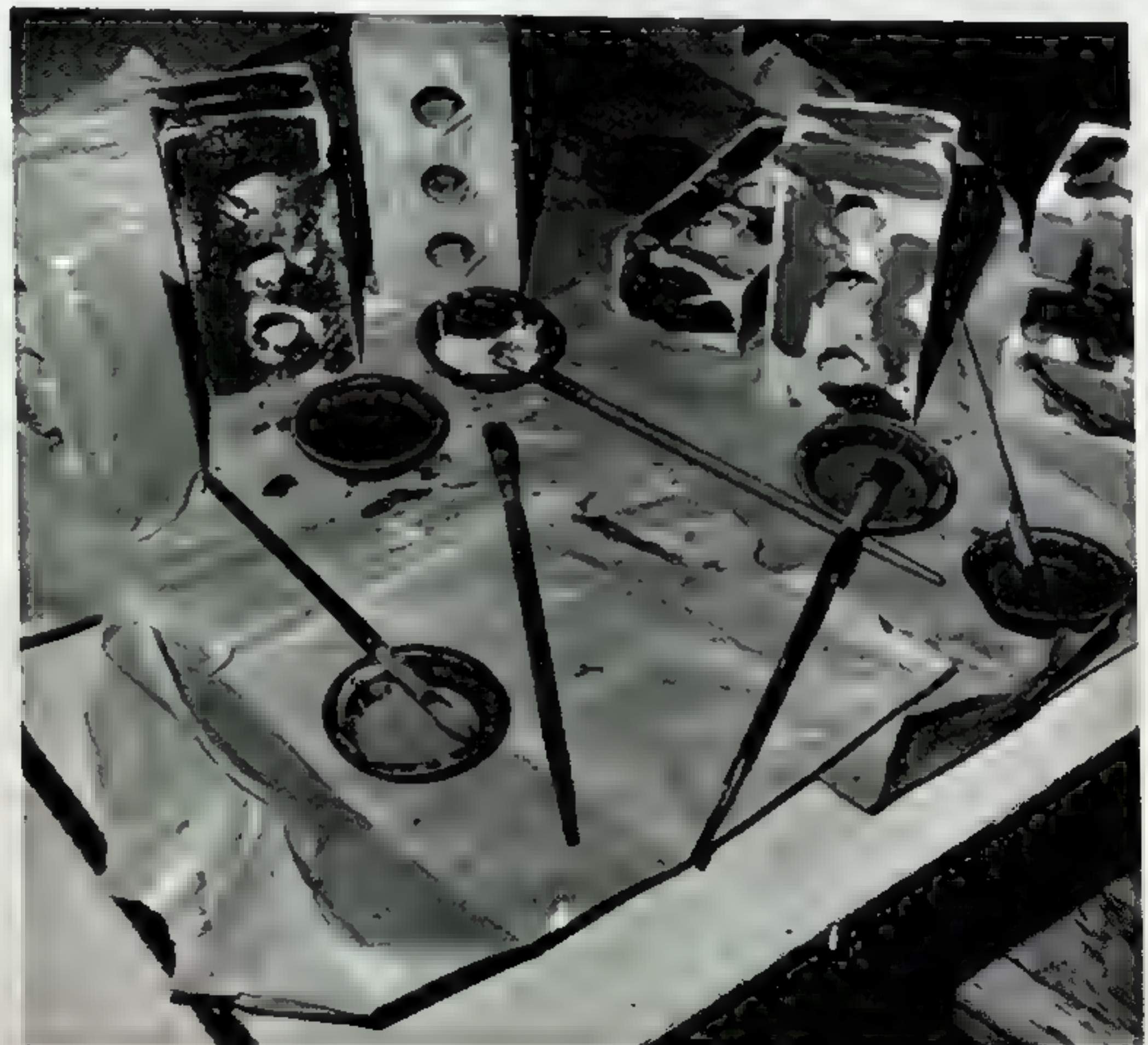
You can make a house with bricks, "just like big people."
Bricks are especially good because



- A child has practice "being careful so they don't fall on you and hurt you."
- They are heavy and require effort to pick up.
- They can be outdoors all the time and you don't have to worry about anything spoiling them.

Bricks are wonderful to paint on because the texture is so rough.

- If your door won't stay open, you can have your child paint a brick and use it as a doorstop.
- If you need bookends, paint two bricks.
- If you need a bookcase or shelves for toys, don't forget that you can use bricks to hold up the horizontal boards.



BUTTONS



Do you have hundreds of buttons in your button box waiting to be used "someday"? Your child will be delighted to use them *now*, for sorting into different colors and sizes.

Beads are good to use too if you have big ones.



Did you ever "draw" a picture with buttons?

Did you ever have a button necklace and/or a matching bracelet?



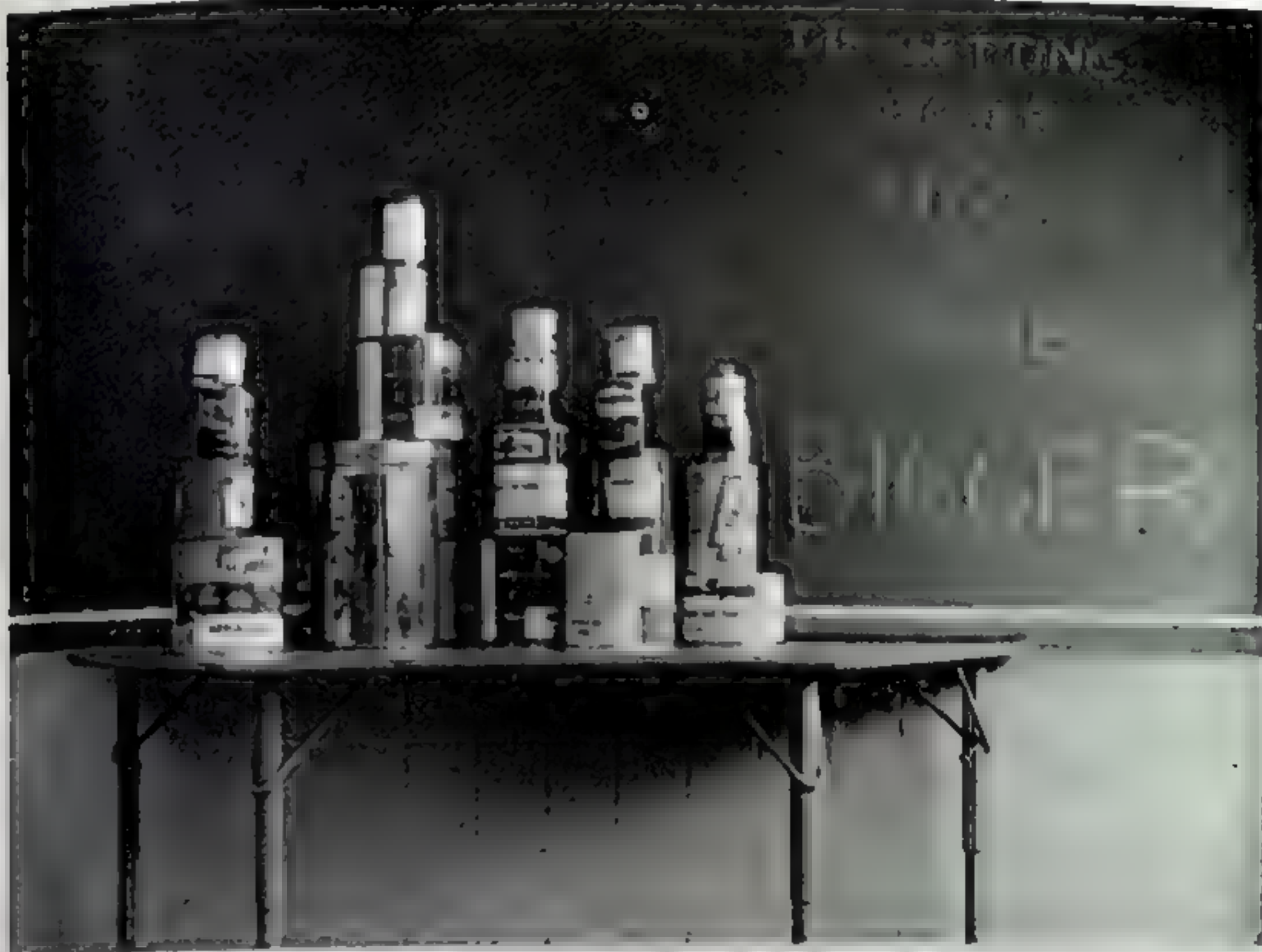
Buttons can be used to make into a Hit-the-Snowman game, with a child anxious to "add up" scores.

Another good game is the Button Toss game, where you stand away from a shoe box (or you can use a hat if you want to) and see how many buttons you can throw into it.

CANS



Although the clatter may be a little hard on parents, empty cans (gathered at home or from restaurants) can make a child's paradise. May I suggest that if the noise gets too intolerable, an old blanket will help to muffle the sound.



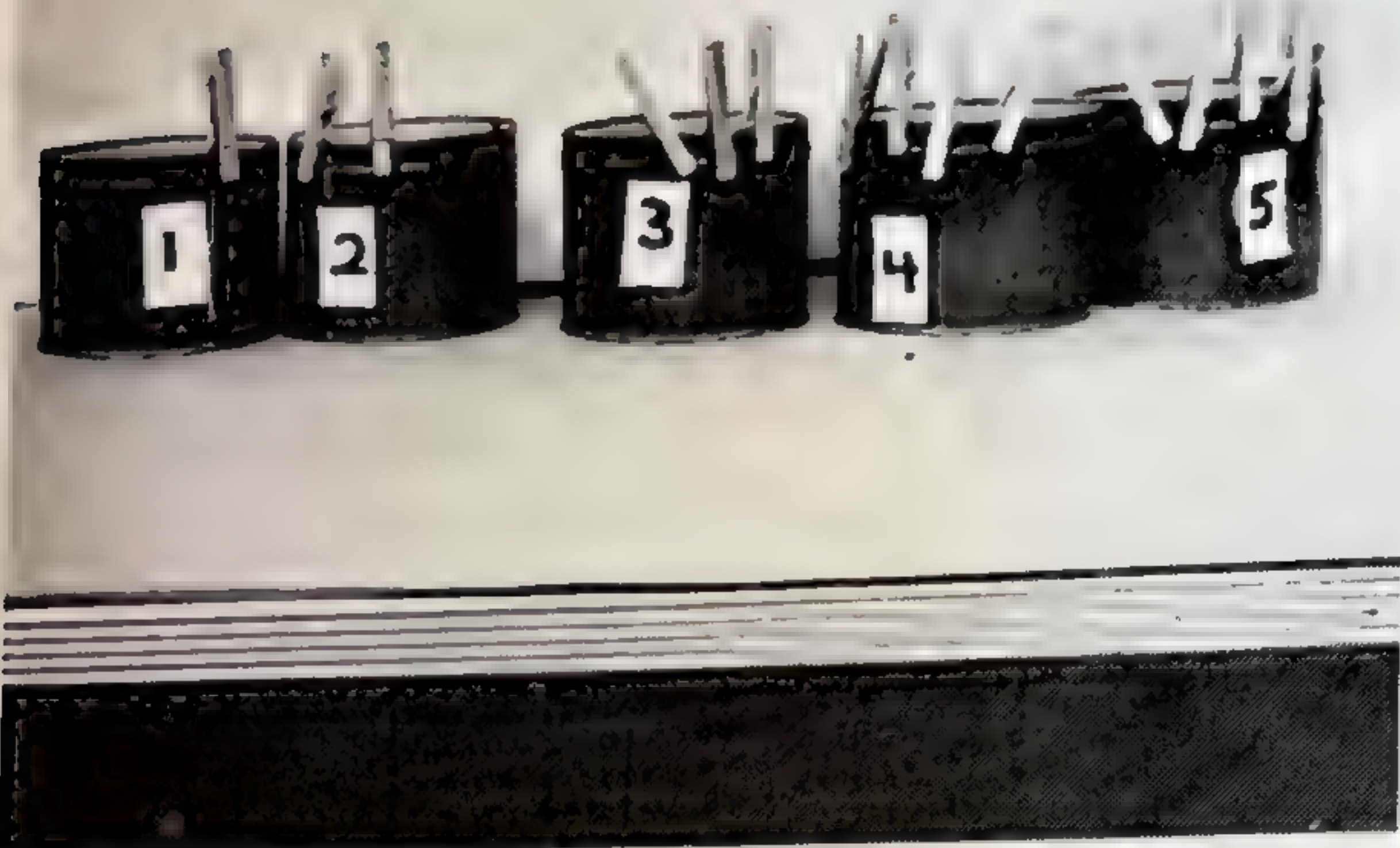
Usually canned goods stored in the pantry come in different sizes. This is good. Then you can use them for stacking (setting on top of one another) and for nesting (fitting into one another, when they are empty).



Or the canned goods can be used for sorting different colors, examining pictures, looking at the words, etc.



This great city (with its houses and buildings) was made with assorted cans and other round boxes.



These coffee cans with clothespins snapped on top are for "number study." They can be used for other things like

Bookends: Put a plant in each of two empty cans and fill extra space with small stones.

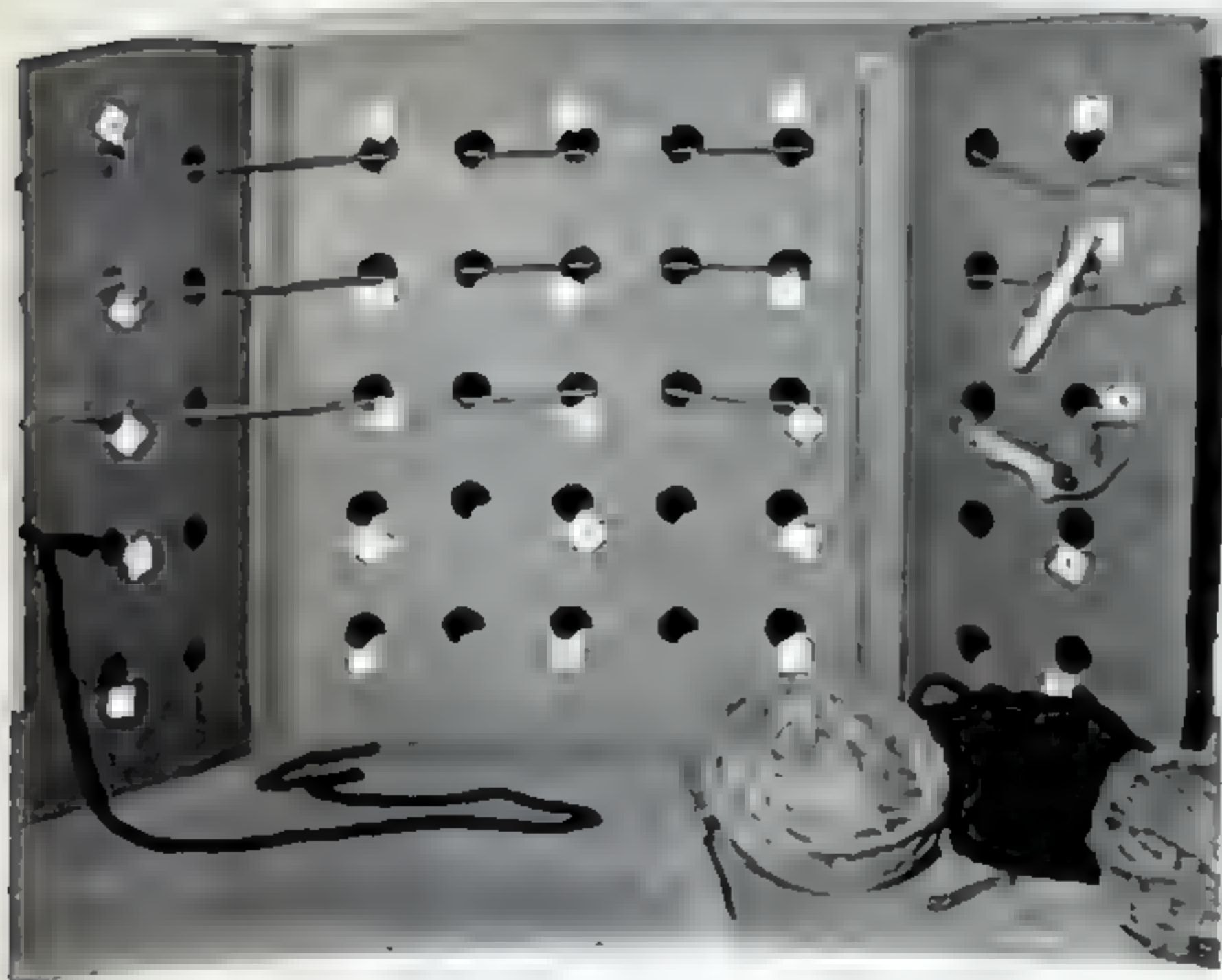
Totem pole: Put two, three, or more cans on top of each other with masking tape. Put faces on if you want to.

You can do everything with 33mm film cans that you can do with bigger cans, *but can you put bigger cans on your fingers like this?*

Can you make a family of finger puppets?



CARDBOARD



A good way to get *boys* and girls started in sewing is to make a gigantic sewing card of cardboard and use thick yarn for "thread."

A large piece of cardboard with slits cut into it for weaving paper, cloth, or ribbon "in and out" makes a hanging that would enliven any wall.



The best thing about making your own puzzles (besides, of course, that they don't cost anything) is that they can be custom-made. Even a one-year-old might be able to work a two-piece puzzle of a pie or a ball. As the child gets older, the puzzle can get harder and harder with five, ten, or more pieces !



All you need to do is to select a picture from a newspaper, magazine, or old book, cut it out, mount it on a piece of cardboard, and then cut the board into as many pieces as you wish. Use a bag or an envelope so the pieces don't get lost or mixed up with another puzzle.

Can you make a puzzle of your child's name? If it's TOM, the puzzle can be made from three parts: T, O, and M. Can you make a puzzle from your address?

CLAY

*It's such a great feeling to do things with my hands,
And it doesn't bother me one bit that they get messy. . . .
I even like the mess !*

*It's such a great feeling to do things with my hands,
Because what I make is all mine
It makes me feel so good inside. . . .*

I don't get tired, . . .

And I want to go

On . . .

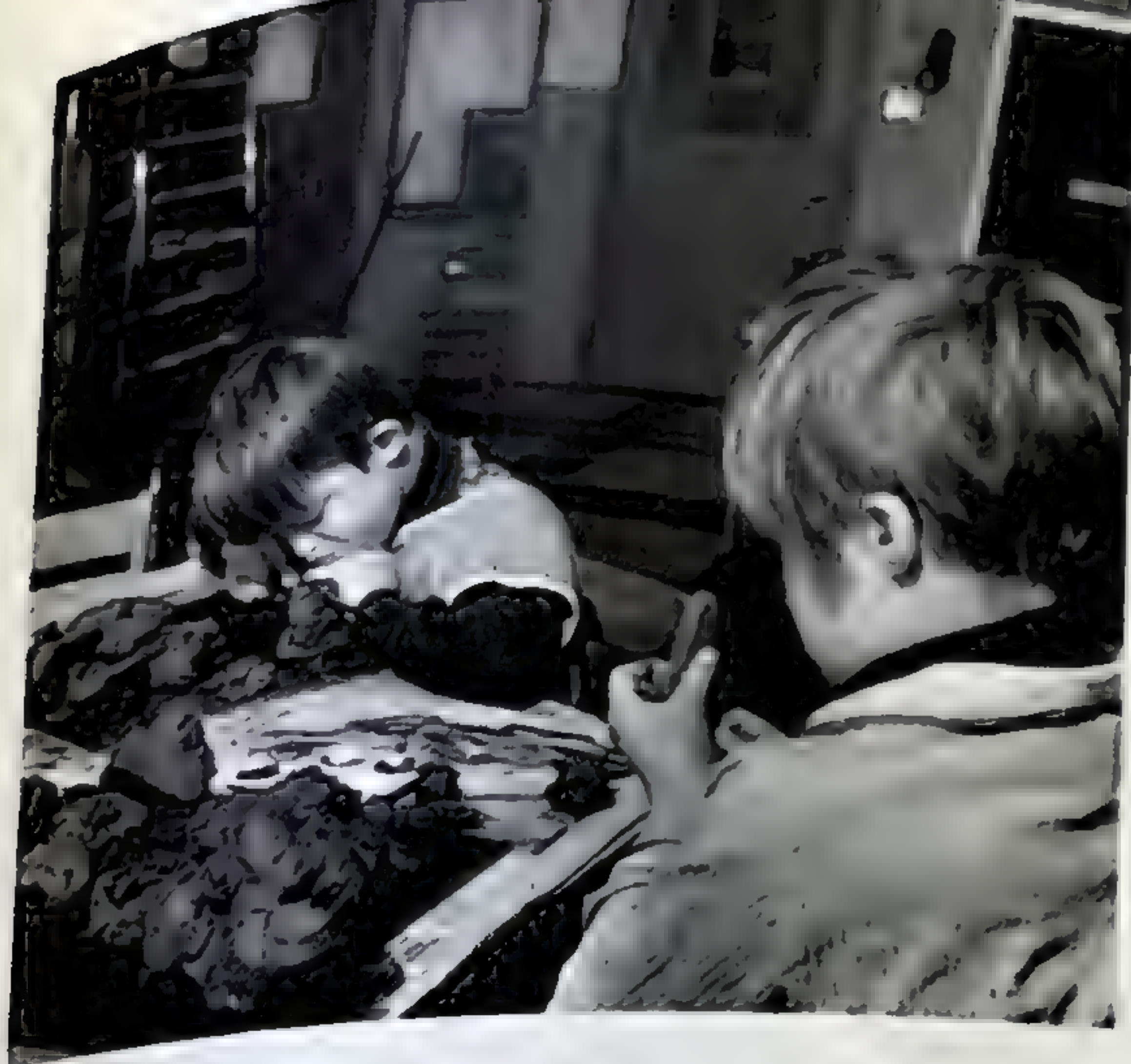
And on . . .

And on . . .

And on . . .

And never stop."





Clay is very good for making things. You can do anything you want with it. You can

- push it
- poke it
- pat it
- roll it
- punch it
- twist it
- squeeze it
- smooth it

The best thing about clay is that you can start out with just a big glob of it—and you will always turn out with something different from anyone else's!

You might be able to find some natural clay in the neighborhood where you live—perhaps at a construction site. If you do, ask one of the workers if you can have a little for your child to play with. If the worker says OK (which he or she probably will), put a little in a plastic bag so it will stay soft and moist, ready for “instant” use.

Also, if you have a garden, you might want to consider taking an out-of-the-way corner, digging out a hole, filling it with water—and letting your child have a glorious mudhole for pies and other de-li-cious things!

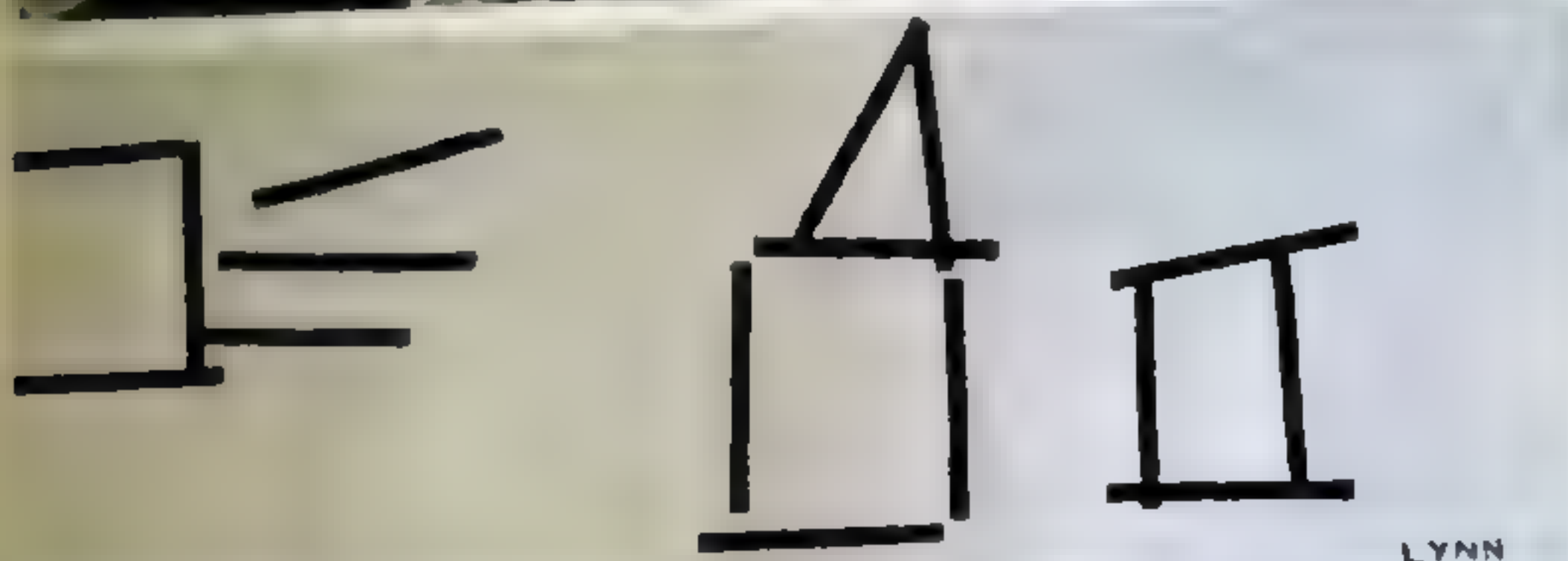
Don't mind the mess, because mud is very easy to wash off.

CLOTHING



Almost anything you might want to discard (old clothing, worn-out sheets and pillowcases, tablecloths, curtains, etc.) can transform a child into a ballerina, a bride, a clown, "mommy," "daddy," or a truck driver.

Just a scarf will make a child "be somebody else." It doesn't take much to give a child's imagination a chance to work.



Dumped into the pretend box (a handy bushel basket), the "costumes" are always ready for impromptu play and are easy to put away when through.

Other baskets can be used for storing dolls and blocks, making cleanup time a quick, palatable experience.



A life-size doll (made from stuffed clothing and a paper bag for a head) can be a child's "best friend" on a rainy day.



When Michelle sorts the wash, she is learning about the personal joys that could come from work—and the social good for the family. If Michelle doesn't learn this *now*—it may be too late when she is older.



“Hanging out the wash” can give dramatic attention to seeing. See the difference in

- shapes
- colors
- material

What else can you learn?



A child may practice shoe-tying, buckling, or zipping more enthusiastically on these mannequins (discarded by a neighboring dress shop) than if told, “Now, boys and girls—it’s time to work on tying shoes.”

(How children love excitement and drama !)



Boots, shoes, galoshes, and sneakers can be used to "play store" for fun and incidentally motivate the need for learning basic math, etc.



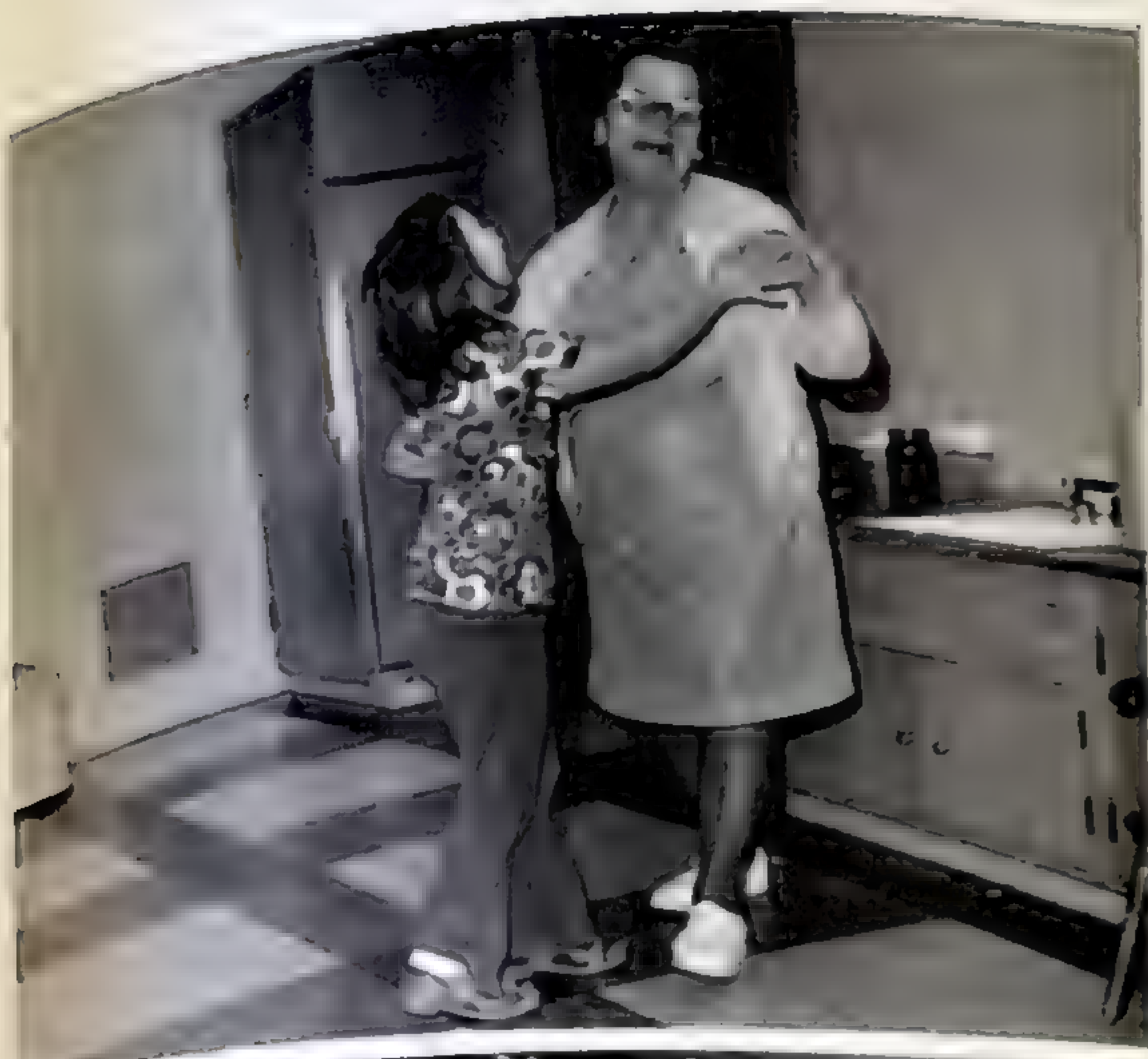
These same items can be matched and used as a lotto game.



Or they can be used to develop the concept of pairs.

If you have socks or mittens handy, use these too.

DANCE



DANCE EDUCATION BEGINS

- when you dance with Mom (or Dad) before breakfast or before going to bed at night



- when you put on a long dress and dance with your sister or brother or a playmate



- when you've had enough of what you had to do and decide to kick

whirl and twirl

fly

leap

Be a butterfly

a snowflake

a gentle rain

a top

Can you reach up and get an apple?

Can you "dance a flower opening up and reaching for the sun"?

Can you "dance your name"?

When we dance, we "talk with our bodies."
What would you like to "talk about"?

- a kite
- a tree in the wind
- a jack-in-the-box
- a child learning to walk
- picking berries
- climbing a steep cliff
- building a house with bricks
- your father's work
- your mother's work
- Jack-Be-Nimble
- Little Miss Muffet
- a rolling ball
- a gentle wind
- a hurricane
- touching the sky
- being very small
- a "Raggedy Ann" doll
- a robot
- jelly
- a feather
- being very tired
- being very happy
- being very strong
- Humpty Dumpty
- playing the piano
- typewriting
- a rubber band
- kittens sleeping by the fireplace
- floating on a cloud
- wilting flower
- a candle burning down
- an ice-cream cone
- a traffic guard
- a bicycle
- stroking a cat
- a windmill
- a hoop
- a butterfly
- an airplane
- rowing a boat
- a mechanical doll
- an octopus
- chopping wood
- turning into a statue
- an accordion
- a galloping pony
- running between raindrops
- picking apples
- moving like a snake
- walking on soft, cool grass
- walking on red-hot pavement
- springing like a grasshopper
- a kangaroo
- climbing a tree
- the orchestra leader
- a choppy sea
- being lost
- Cinderella at the ball
- a scarecrow
- a top
- a circle

FINGER PLAYS

The lilt and the simple motions of finger plays make them very special for a child. You can have a conversation with each other long before the child even knows words.

But please, *at no time* force a child to take part.

If you have a good time doing a finger play, watch your child. It almost becomes contagious—and, before you know it, your child will automatically have a good time too.

There are other advantages to doing finger plays. For example, they help to teach meanings of abstract concepts like “up and down,” number concepts, parts of the body, etc.

They help to develop a sense of rhythm, the imagination—but mostly **finger plays are for fun and talking together.**



LET'S MAKE BALLS



A little ball



A bigger ball



A great big ball I see

Now let's count the balls

One
Two
Three !

EVERYBODY DO THIS



Everybody do this
do this
do this
Everybody do this
do this
do this
Just like me (point to self)



(Same as above with
fingers-hopping action)



(Same as above with
arms-flying action)

Etc.

TEN LITTLE FINGERS



I have ten little fingers,



And they all belong to me.



I can make them do things.
Would you like to see?



I can open them wide.
I can shut them up tight.



I can put them together
Or make them all hide.
I can make them go high,
I can make them go low.
I can hold them quietly
Or fold them just so.

THE BEEHIVE

Here's a little beehive.
Where are the bees?
Hidden away
Where nobody sees.
Here they come creeping
Out of the hive.
1-2-3-4-5

B *XXXXXXXXXXXXXXXXXXXX*

Directions

Make a fist.
Examine the beehive.

Bring out one finger at a time.
Fingers fly away.

MY TURTLE

This is my turtle.
He lives in a shell.
He likes his home
Very well.
He pokes his head out
When he wants to eat.
And pulls back in
When he wants to sleep.

Directions

Make a fist. Extend thumb.
Hide thumb in fist.

Extend thumb.

Hide thumb in fist.

TWO LITTLE BLACKBIRDS

Two little blackbirds
Sitting on a wall,
One named Peter,
The other named Paul.

**Fly away, Peter.
Fly away, Paul.
Come back, Peter.
Come back, Paul.**

Directions

Put both hands behind back.

Bring right hand forward with thumb up.
Bring left hand forward with thumb up.

Put right hand behind back.

Put left hand behind back.

Bring right hand forward with thumb up.
Bring left hand forward with thumb up.

THE BUS

Directions

Raise hands and make them roll one after the other in a big circle.

The wheels on the bus go round and round
round and round
round and round
round and round
All day long.

More verses include:

The people on the bus go up and down, etc.
The money on the bus goes clink, clank, clink,
etc.

The driver on the bus says, "Move on back,"
etc.

The children on the bus say, "Yack, yack,
yack," etc.

The mothers on the bus say, "Sh, sh, sh," etc.

The wipers on the bus go, "Swish, swish,
swish," etc.

The horn on the bus says, "Honk, honk, honk,"
etc.

The wheels on the bus go
"round and round," etc.

Stand up and down.

Drop money in container.

Motion to back of bus with hand.

Children cry.
Put finger to lips and make "sh"
sound.

Make round motion with hands.

Make pressing motion with thumb.
Raise hands and make them roll
together in a big circle.

RAIN

Directions

Raise hands high in the air with fingers pointing
downward. Lower hands gradually until they
touch the ground.

Rain is coming down.
Rain is coming down.
Down. Down.
Down. Down.
Rain is coming down.

More verses include:

snow
hail
leaves

THE APPLE TREE

Directions

Make a circle with hands above head.

Shake hands vigorously.

Drop hands.

Rub stomach.

Way up high in the apple tree
Two little apples smiled at me.
I shook that tree as hard as I could.
Down came the apples.
Mmmm—they were good !

TWO LITTLE HOUSES

Directions

Hold up two fists.

Spread open the fingers.

Two little houses closed up tight.
Open the windows
And let in the light.

TEN LITTLE CHILDREN

Directions

Extend a finger with each number.

One little, two little, three little children;
Four little, five little, six little children;
Seven little, eight little, nine little children;
Ten little children all.

THIS IS MY RIGHT HAND

Directions

Fit action to words.

This is my right hand.
I'll raise it up high.
This is my left hand.
I'll touch the sky.

CHICKADEES

Directions

Hold up hand with fingers extended.
Fold down each finger as the bird flies
away.

Five little chickadees sitting on the floor.
One flew away and then there were four.
Four little chickadees sitting on a tree.
One flew away and then there were three.
Three little chickadees looking at you.
One flew away and then there were two.
Two little chickadees sitting in the sun.
One flew away and then there was one.
One little chickadee sitting all alone.
It flew away and then there were none.

OPEN, SHUT THEM

Directions

Using hands and fingers, fit action to
words.

Open, shut them; open, shut them.
Give a little clap.
Open, shut them; open, shut them.
Put them on your lap.

HOT CROSS BUNS

Directions

Hot cross buns,
Hot cross buns,
One a-penny, two a-penny
Hot cross buns.

Clap hands in rhythm.

Count out 2 fingers

EENY, MEENY, MINEY, MO

Directions

Eeny, meeny, miney, mo;
Catch a tiger by the toe;
When he hollers, let him go.
Eeny, meeny, miney, mo.

Point to each finger.
Grab next finger with other hand
Let go of finger at word go.
Point to each finger again.

WHERE IS THUMBKIN? (sung to "Frère Jacques")

Where is Thumbkin? Where is Thumbkin?
Here I am.
Here I am.
How are you this morning?
Very well, I thank you.
Run and play. Run and play.

Directions

Have hands behind back.
Show one thumb.
Show other thumb.
Bend first thumb.
Bend second thumb.
Put both thumbs behind back.

JACK BE NIMBLE

Jack be nimble.
Jack be quick.
Jack jump over the candlestick.

Directions

Close fist with thumb out.
Hold up other fist.
Have second fist jump over first.

THE FAMILY

This is my father.
This is my mother.
This is my brother tall.
This is my sister.
This is the baby.
Oh, how we love them all.

Directions

Point to thumb.
Point to index finger.
Point to middle finger.
Point to ring finger.
Point to little finger.
Clap hands.

THIS LITTLE PIG

This little pig went to market.
This little pig stayed home.
This little pig had roast beef.
This little pig had none.
This little pig cried, "Wee, wee"
All the way home.

Directions

Hold up one finger at a time.

Have fingers scamper up hand.

FOOD

Children are like little birds—they always seem to be hungry.

Why not have them learn to prepare simple dishes themselves—but only those dishes that don't need stoves, blenders, can openers, and other such things that could be dangerous. They can use these when they are older and more responsible.

Here are some very, very easy recipes that are healthful (and tasty too!) and can be made entirely by the child.

Go through them—step by step—and someday you might find your child volunteering to make his or her own lunch (or part of it).

CHOCOLATE MILKSHAKE

What You Need

- 1 cup milk
- 1 tablespoon chocolate syrup
- 1 jar with lid

What to Do

1. Put milk and syrup in jar.
2. Put lid on jar.
3. Shake well.
4. Serve.

BANANA SHAKE

What You Need

- 1 banana
- 1 cup milk
- 1 jar with lid

What to Do

1. Mash banana with fork.
2. Put banana in jar.
3. Add milk.
4. Put lid on jar.
5. Shake well.
6. Serve.



It's fun to stuff celery and lick your fingers when you're done.

STUFFED CELERY

What You Need

celery stalk
cream cheese

What to Do

1. Stuff hollow of celery with cream cheese, using dull knife.
2. Serve.

CARROT AND RAISIN SALAD

What You Need

1 carrot
a few raisins
1 lettuce leaf
mayonnaise

What to Do

1. Cut carrot into bite-size pieces.
2. Add raisins.
3. Mix with mayonnaise.
4. Put on lettuce leaf.
5. Serve.

CREAM CHEESE AND LETTUCE ROLL

What You Need

cream cheese
lettuce leaf

What to Do

1. Spread cream cheese on lettuce leaf with dull knife.
2. Roll up lettuce leaf.
3. Serve.



It takes young Christine a very long time to make up the cottage cheese salad. "I want to make it just right."

COTTAGE CHEESE SALAD

What You Need

- 1 cup cottage cheese
- 1 lettuce leaf

What to Do

1. Put cottage cheese on lettuce.
2. Serve.

Variation: Add bite-size pieces of vegetables or fruit.
Also, nuts.

COTTAGE CHEESE

Instead of throwing out milk that has soured, why not have your child make cottage cheese from it? It's very easy. Here's all you do:

What You Need

- soured milk
- cheesecloth
- cold water
- spoon

What to Do

1. Keep the soured milk in a warm place (not hot) until you see that the hard part (curd) is separated from the soft part (whey).
2. Pour it through the cheesecloth.
3. Press the hard part with a spoon to squeeze out the liquid.
4. Pour cold water through.

What's left is cottage cheese!

FRUIT SALAD

What You Need

- 1 lettuce leaf
- fresh fruit (apples, peaches, pears, etc.)

What to Do

1. Cut fruit into bite-size pieces.
2. Place fruit on lettuce leaf.
3. Serve.



Maureen has been shown (*step by step*) over and over again the correct way to make a sandwich. Now she can boast, "*I can do it all by myself !*"

AMERICAN CHEESE SANDWICH

What You Need

- 2 slices bread (preferably whole-wheat)
- 1 or 2 slices American cheese
- mustard or mayonnaise

What to Do

1. Put cheese on one slice of bread.
2. Spread mustard or mayonnaise on other slice.
3. Close with second slice.
4. Serve.

Variation: Use Swiss cheese.

PEANUT BUTTER SANDWICH

What You Need

- peanut butter
- 2 slices bread (preferably whole-wheat)

What to Do

1. Spread peanut butter on one slice of bread.
2. Close sandwich with second slice.
3. Serve.

Variation: Follow above directions and add jelly for a peanut butter and jelly sandwich.

Do you want a treat for the whole family that was made by your child—a delicious, healthful treat? Then make your very own butter. It's so easy and such fun!

BUTTER

What You Need

pint of heavy cream
jar with lid
a little salt

What to Do

1. Put the cream in the jar. Cover with lid. Let it stand until it reaches room temperature.
2. Shake jar until butter forms.
3. Pour out remaining liquid.
4. Rinse butter in cold water.
5. Add a little salt, if you wish.

Then get it on some nice fresh bread as fast as you can!

WHEAT-GERM BANANA SNACK

What You Need

1 banana
wheat germ

What to Do

1. Cut banana into circles or strips.
2. Dip pieces into wheat germ.
3. Serve.

FRUITED HONEY SNACKS

What You Need

honey
jar with tight lid
fruit:
whole (grapes, strawberries)
sliced (apples, pears, peaches,
etc.)

What to Do

1. Place fruit in jar.
2. Cover fruit with honey.
3. Store in refrigerator.
4. Serve.

CREAM-CHEESE-BALL SNACK

What You Need

1 package cream cheese

What to Do

1. Roll cream cheese into balls.
2. Serve.

Variations: Roll balls in cut-up walnuts.
Roll balls in sesame seeds.

Have you ever come across a child who did not love raisins? I *never* have ! Let your child make a supply of raisins to wrap up in individual plastic packages or little boxes—ready to eat (instead of candy).

RAISINS

What You Need

grapes

What to Do

1. Put grapes on a sunny window sill.
2. Turn them over once in a while.
3. Wait a few days and the raisins will be ready to be devoured.

RAISIN AND SUNFLOWER-SEED SNACK

What You Need

a handful of raisins
a handful of sunflower seeds

What to Do

1. Mix raisins and sunflower seeds.
2. Serve.

Variation: Follow same directions and use walnuts instead of sunflower seeds.

CHOCOLATE PUDDING

What You Need

1 package instant chocolate pudding
2 cups milk
jar with lid

What to Do

1. Put milk and pudding in jar.
2. Put lid on jar.
3. Shake until pudding thickens.
4. Serve.

INSTANT PUDDING WHIP

What You Need

1 package instant pudding
2 cups warm water

What to Do

1. Empty pudding into bowl.
2. Add 2 cups warm water. Stir.
3. Set in refrigerator for several hours.
4. Serve.

FRUIT JUICE POPSICLES

What You Need

fruit juice (orange, grapefruit, or grape)
paper cups
sticks

What to Do

1. Pour juice into cups.
2. Put in freezer.
3. Add sticks when juice starts to harden.
4. Serve when frozen.

FRUITED ICE CUBES

What You Need

fruit juice (orange, grapefruit, or grape)
ice-cube tray

What to Do

1. Fill ice-cube tray with fruit juice.
2. Put tray in freezer.
3. After fruit is frozen, remove a cube and place in a glass.
4. Add water.
5. Serve.

LEMONADE

What You Need

1 lemon
2 tablespoons sugar or honey
1 glass water

What to Do

1. Squeeze lemon to get 2 tablespoons of juice.
2. Pour juice into glass.
3. Add sugar or honey and water.
4. Stir and serve.



Playing store with *real merchandise* and *real money* is chock-full of dynamic learning experiences for a child. It gives practice in

- "Making change"
- "Waiting your turn"
- The "thank yous" and "pleases"



When Jimmy has a firsthand, on-the-spot taste of a lemon, he is sharpening his sense of taste, (one more way to find out about the things in the world about him).

Here are some other things for tasting:

- raw peas
- grass
- olives
- a dill pickle
- tomatoes, warm from the sun
- clover blossoms
- dandelion greens
- snow
- an icicle

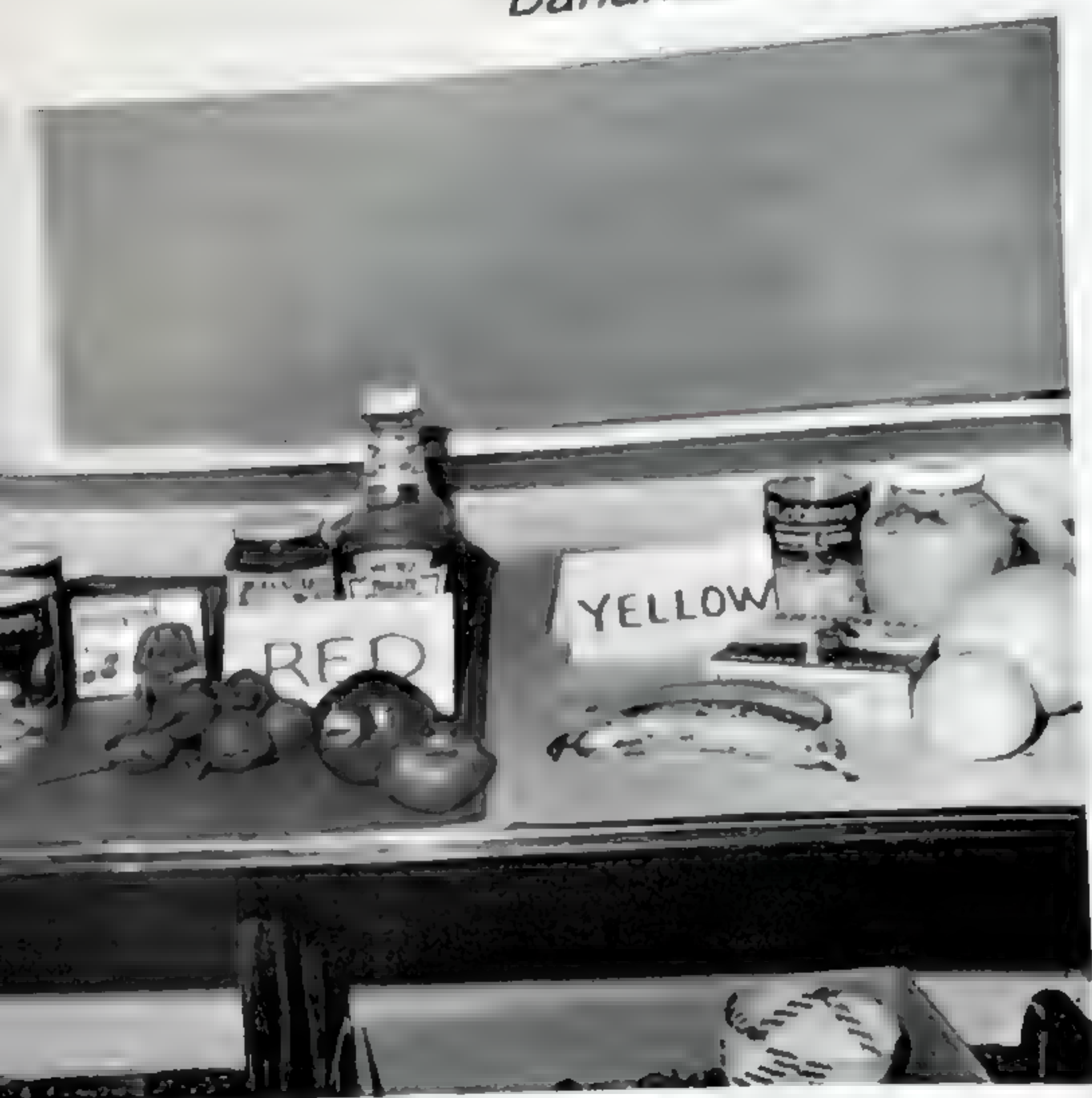
Did you ever taste rain caught on your tongue?



As simple as this little lemonade stand appears, it involves a lot of:

- choosing
- ordering
- paying for
- getting change
- being polite
- cooperating
- finding out a little more about people

"Bananas are yellow. A lemon is yellow. Grapefruit is yellow."



You can take a "yellow walk" around the house to find other things that are yellow. You can also go around the block for a "yellow walk."

We learn *one thing* very, very well, enjoying the little successes that come from successful repetitions. Once we have these "good feelings" of accomplishment, we happily go on to learn something else.

"Shall we see what fruits are red? Strawberries? Grapes?"

Floors are just as good a place for a child to learn on as a table or a desk.

Jimmy and John are rolling grapefruit with a spoon. No, they aren't trying to see "who gets there first." Each is trying to "get there"—period! We just want lots of little personal successes. So often, competition means someone has failed.



FURNITURE



For matters of utmost privacy, a table with an old curtain thrown over it could hardly be better.

The legs of an upside-down chair are perfect for an impromptu ring-toss game.



INSECTS

It would be hard to find a hobby that is much easier than collecting insects. Did you know that there are over 900,000 kinds that are *known*—and more are being found all the time? Yes!

You can find insects just about everywhere:

- in every room in every house
- in the yard (There may be as many as 500 different ones there right now.)
- in every room in every school
- in the garage (Look in your car too.)
- in the air
- underneath every stone
- in every drop of water

In fact, there's hardly a place where they aren't. It requires very little effort to find a few to become our friends.

Oh yes—one bit of very important advice: When a child becomes disinterested in the insect pet, please don't kill it. Let it go outside.

ANT HOUSE

What You Need

jar
soil
food (crumbs, sweet water)
black paper or cardboard
a piece of old wood or a twig
ants

What to Do

1. Put soil in jar.
2. Add ants, wood, and food.
3. Put paper alongside of jar.
4. Put lid on jar.

When you want to watch the ants work, take off the black paper.



BUTTERFLY HOUSE

What You Need

gallon jug
food (leaves, mashed fruit, sweetened water)
butterfly

What to Do

1. Add butterfly and food to jug.
2. Put holes in lid for air.

If you can find a cocoon and watch the butterfly emerge, that is a thrilling thing to see!



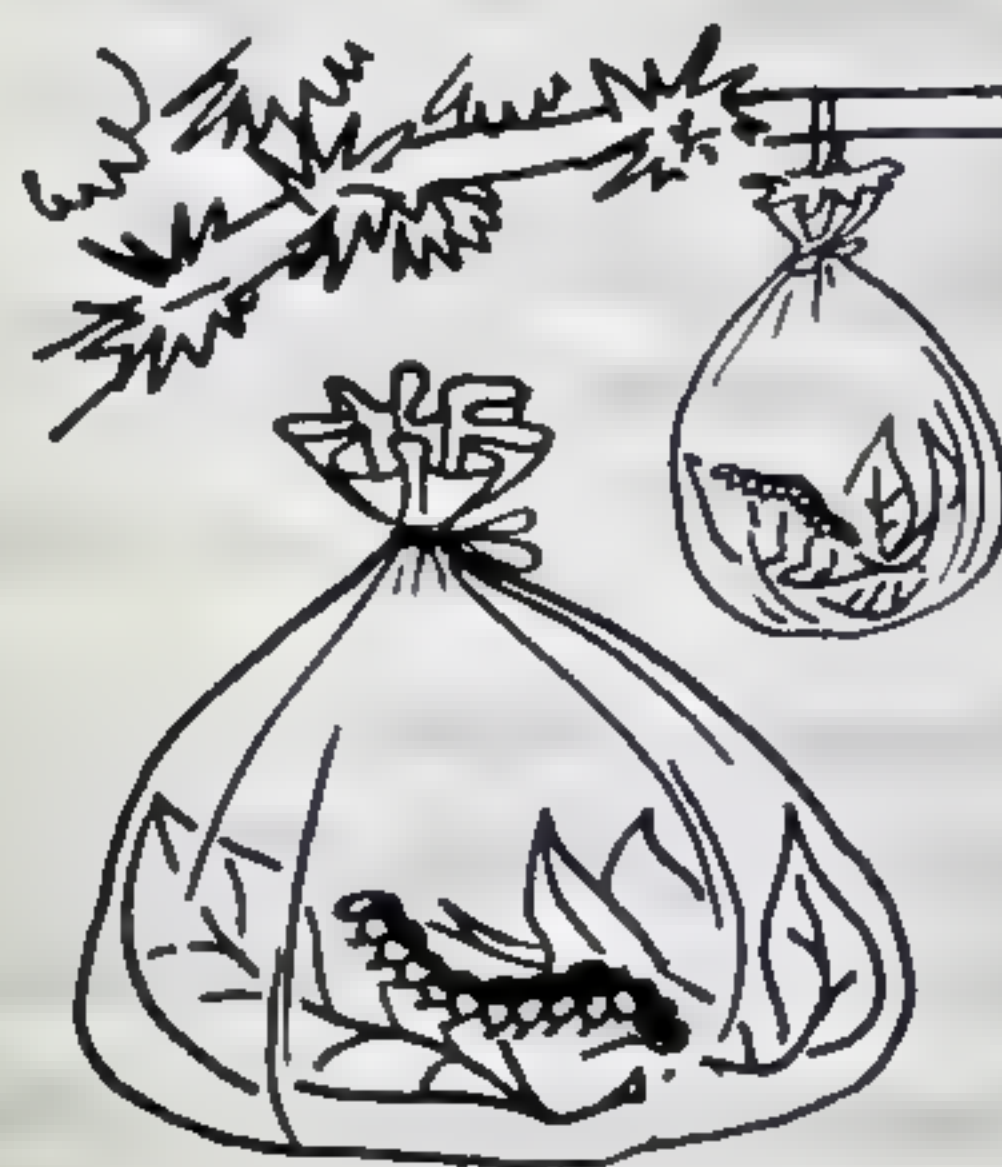
CATERPILLAR HOUSE

What You Need

plastic bag with air holes
leaves on which the caterpillar was found
caterpillar

What to Do

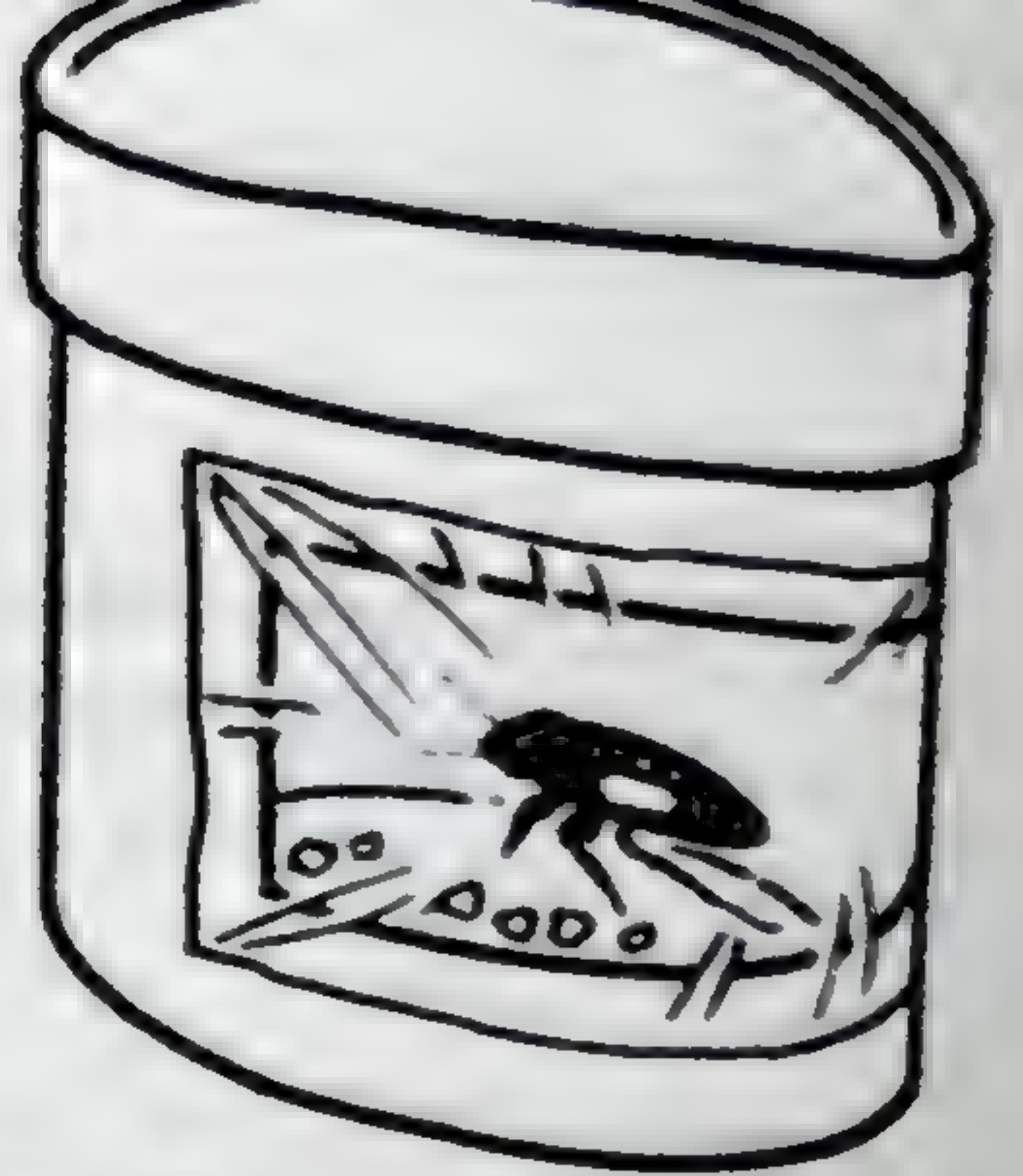
Wrap and tie plastic bag around leaves and caterpillar. Watch the caterpillar weave its cocoon.



COCKROACH CAGE

What You Need

ice-cream or cottage-cheese carton
sticky plastic wrap
bread crumbs
cockroach



What to Do

1. Cut out window in carton.
2. Cover window with sticky plastic wrap.
3. Add food and cockroach to carton.
4. Put lid on.

The cockroach may be a nuisance in the kitchen but it really is a very interesting creature to watch. See how it cleans its legs.



CRICKET CAGE

What You Need

jar
flowerpot
soil
lettuce leaves, bread, cereal
cricket

What to Do

1. Fill pot with soil.
2. Place jar over pot.
3. Add leaves, cricket, etc.

Listen ! See how it scrapes one wing across the edge of the other. Chiiirruup ! Chiiirruup !

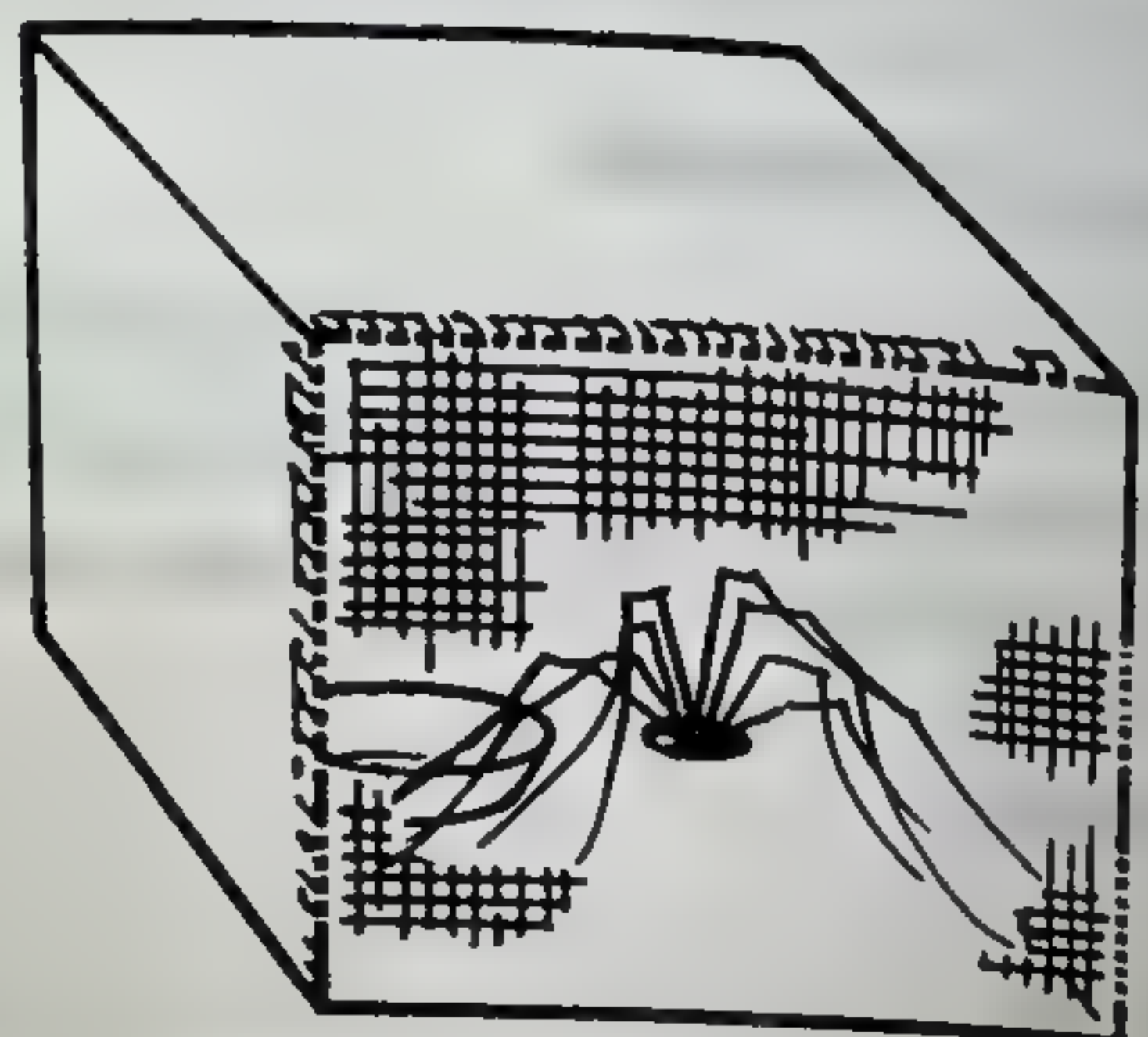
DADDY LONGLEGS HOUSE

What You Need

carton
screening or cheesecloth
food (sweetened water)
daddy longlegs

What to Do

1. Cut out side of carton.
2. Cover with screening or cheesecloth
3. Add sweetened water and daddy longlegs.



Watch "daddy" wash his legs.

FIREFLY HOUSE

What You Need

jar
screening or cheesecloth
food (leaves and drops of water for a drink)
firefly

What to Do

1. Put firefly and food into jar.
2. Cover top with screening or cheesecloth.

At night place jar on table (near your bed) and watch the firefly's little lights blink on and off—on and off—on and off.



FLY HOUSE

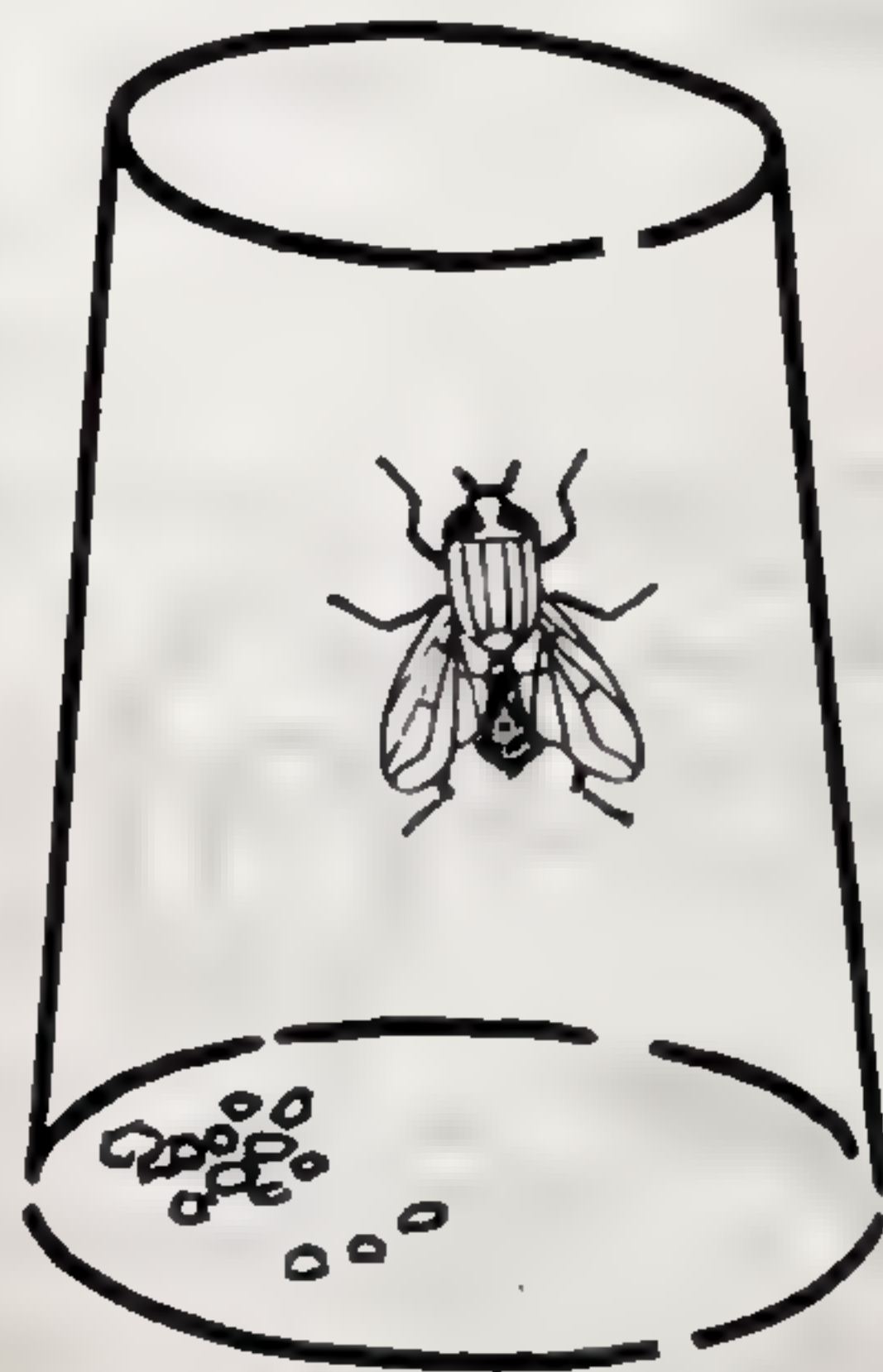
What You Need

drinking glass
food (crumbs, drops of water for a drink)
fly

What to Do

1. Turn glass upside down.
2. Enclose food and fly.

See how wonderfully the fly is made.



GRASSHOPPER HOUSE

What You Need

potted plant
screening or cheesecloth
food (bread crumbs, bits of fruit and drops of water for a drink)
grasshopper

What to Do

1. Sew or staple screening or cheesecloth around plant.
2. Add food and grasshopper.

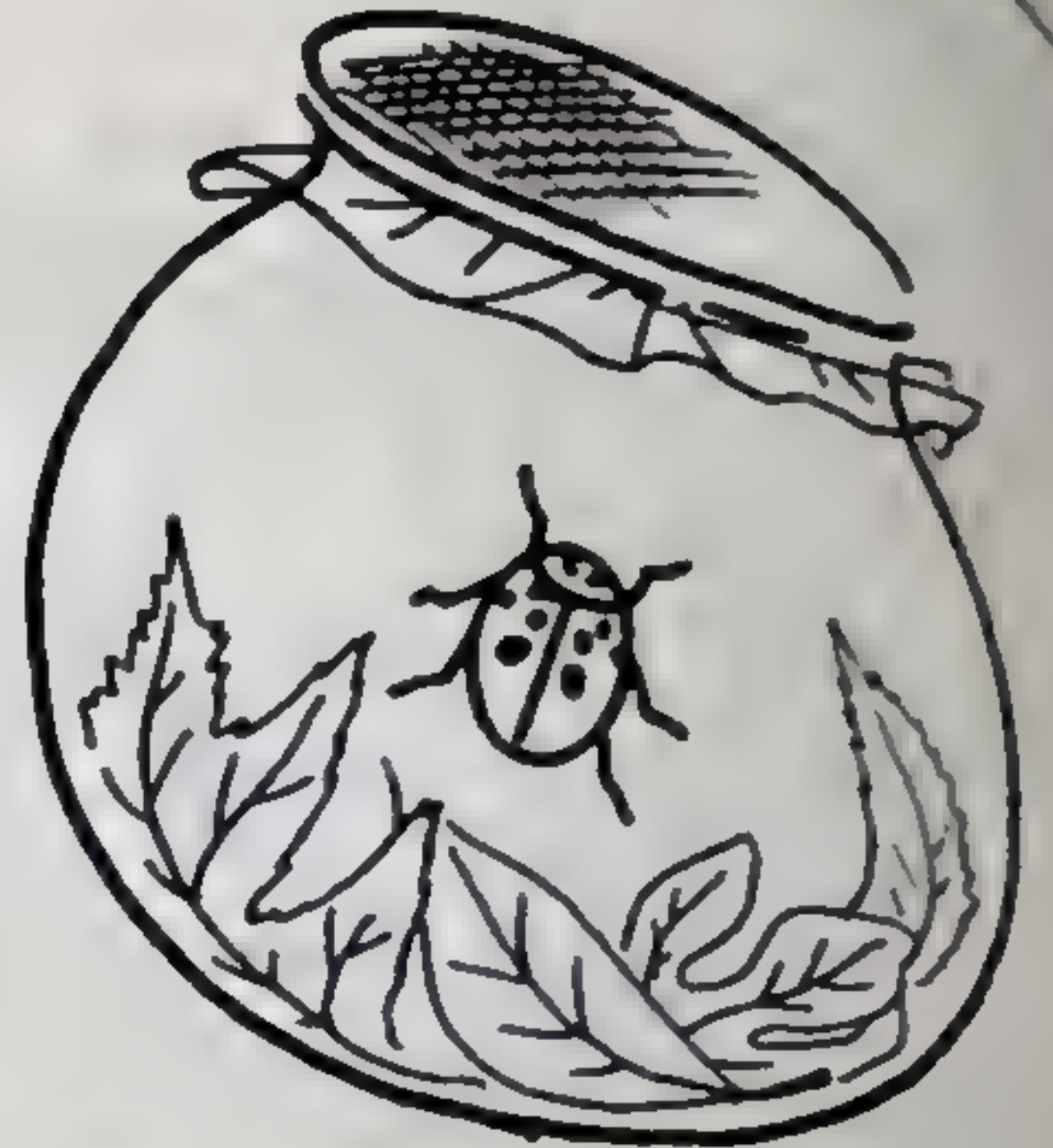
Watch grasshopper hop about from leaf to leaf.



LADYBUG HOUSE

What You Need

goldfish bowl
screening or cheesecloth
food (dried-up yellowy leaves, which usually have aphids on) and some drops of water for a drink
ladybug



What to Do

1. Put ladybug and food in bowl.
2. Cover with screening or cheesecloth.

Turn ladybug over on her back and see how she "plays dead."

Watch—and then see how she suddenly turns and scurries away!

MILLIPEDE HOUSE

What You Need

water pitcher
food (leaves, drops of water for a drink)
screening or cheesecloth
millipede



What to Do

1. Put leaves, food, and millipede into pitcher.
2. Cover with screening or cheesecloth.

Look closely and see how each little segment of the millipede has two pairs of legs.

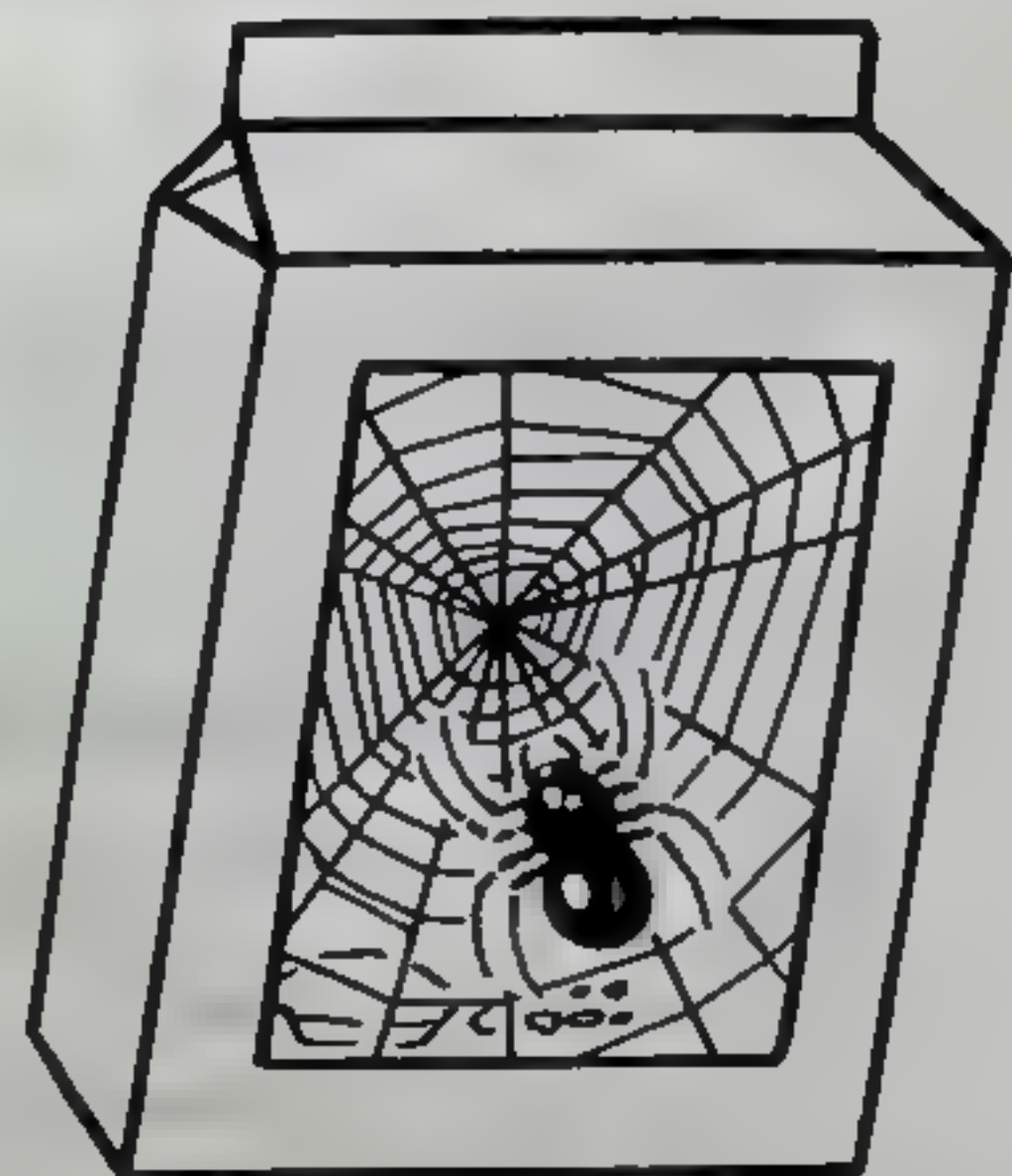
SPIDER HOUSE

What You Need

milk carton
sticky plastic wrap
food (flies, bread crumbs, drops of water for a drink)
spider

What to Do

1. Cut window out of milk carton.
2. Cover window with plastic wrap.
3. Add food and spider.



Watch the spider spin a web.

LIMERICKS

Way back in 1846 a wonderful book called *A Book of Nonsense* by Edward Lear was published. In it are deliciously funny LIMERICKS you and your child would enjoy. (In case you may not be sure, a LIMERICK is a nonsense poem of five lines. Lines one, two, and five are of 3 feet or stresses and rhyme and lines three and four are of 2 feet or stresses and rhyme. Here are some of them:

There was an old man with a beard
Who said, "It is just as I feared!
Two owls and a hen,
Four larks and a wren,
Have all built their nests in my beard!"

There was a young lady whose nose
Continually prospers and grows;
When it grew out of sight,
She exclaimed in a fright,
"Oh! Farewell to the end of my nose!"

There was a young lady whose chin
Resembled the point of a pin;
So she had it made sharp,
And purchased a harp,
And played several tunes with her chin.

There was an old man in a marsh,
Whose manners were futile and harsh;
He sat on a log
And sang songs to a frog,
That instructive old man in a marsh.

MUSICAL INSTRUMENTS

Did you ever stop to think about why most children seem to like the kitchen more than any other room in the house (not counting that the food is there, of course)? It may well be because there are fewer "don't-touch things" in it than in any other room.

For example, see all those marvelous pots and pans,
all kinds of spoons
metal spoons,
wooden spoons,
jiggly measuring spoons

and dozens of other assorted things that make glorious sounds for marching, dancing, or just listening to.

This is not to say that there aren't other valuable things about the house—like combs (for example), from which you can make a kazoo. Do you know what a kazoo is? You wrap a piece of wax paper around the teeth of a comb and hum into it. It makes a zzzzzzzzzz sound that tickles. Try it and you'll see.

WASHBOARD MUSIC. Run the head of a wooden clothespin up and down the ridges of a washboard. Also, try with thimbles on your fingers.

POT DRUM. Bang aluminum pot with a spoon or a stick.

POT-COVER CYMBALS. Strike two pot covers together.

POT-COVER GONG. Hold the pot cover by its handle and strike the edges of the cover with a stick.

NAIL BELLS. Jingle a handful of nails by cupping your two hands.

SPOON BELLS. Strike two spoons together.

WOODEN SPOONS RHYTHM STICKS. Hit two wooden mixing spoons together.

FORK TRIANGLE. Suspend a fork by a string. Strike with another fork.

MEASURING-SPOONS TAMBOURINE. Shake a set of measuring spoons.

SHOE-POLISH-CAN RATTLE. Put some peas, beans, rice, or small stones in an empty shoe-polish can. Shake.

CARDBOARD-TUBE HORN. Use any cardboard tube (toilet tissue, wax paper, etc). Sing, blow, or hum into one end. Cover or uncover other end with hand to make a variety of sounds.

OATMEAL-BOX DRUM. Take lid off oatmeal box. Punch holes on opposite sides of the box. Put string through the holes and tie the ends together. Put lid back on box and hang box around neck for playing.

PLASTIC-BOTTLE RATTLE. Put some beans, rice, or small stones in a plastic bottle. Close and shake.

TOILET-TISSUE-TUBE RATTLE. Cover one end of a toilet-tissue tube by pasting on some paper. Put beans or small stones inside. Cover other end of tube. Shake.

POTATO GRATER-SCRAPER. Scrape plastic grater with thimble, fork, or spoon.

SALT-BOX RATTLE. Use a salt box that still has salt in it. Tape over the opening. Shake box and the salt inside acts as a rattle.

PAPER-BAG RATTLE. Put some stones or beans into a small paper bag. Blow air into the bag and close with string or a rubber band. Shake.

KEY BELLS. Jingle keys from a key ring.

SANDPAPER BLOCKS. Glue or thumbtack two pieces of sandpaper to two blocks of wood. Rub together.

MONEY TAMBOURINE. Shake three coins by cupping your two hands.

PANTOMIME

Do you remember Charlie Chaplin of the old silent films? With no spoken words—with only a gesture and a flick of the eyebrow—what marvelous stories he could tell. Let your child be a pantomimist too. It's a delightful way to develop one's self-confidence and creativity.

WHAT WORK DO I DO?

- traffic cop
- house painter
- carpenter
- teacher
- violinist
- mailman
- shoemaker
- mother nursing baby
- bus driver
- boxer



SHOW ME HOW YOU FEEL

- when your dog got run over
- when you go to bed at night
- when you go shopping with mother and get lost
- when it is very cold outside
- when your stomach hurts
- when a big dog jumps on you
- when someone takes away your ice-cream cone
- when you came in the room and you didn't expect to have a birthday party
- when the sun is shining



THINGS YOU DO WITH YOUR HANDS OR FINGERS

- Sh . . . sh . . . sh . . . sh . . .
- Stop.
- Come along.
- Scold someone.
- Wave goodbye.
- Thread a needle.
- Brush your teeth.
- Clean dirt from nail.
- Get something out of your tooth.
- Knock on the door.
- Make peace sign.



DIFFERENT WAYS OF WALKING

- Walk as if you were a model.
- Walk as if you were a soldier.
- Walk as if you were very old.
- Walk as if you were a slowpoke.
- Walk as if you were a showoff.
- Walk as if you were in a big hurry.
- Walk as if your shoes hurt you.
- Walk as if you were proud of yourself.

WHAT HOUSEWORK AM I DOING?

- sweeping the floor
- dusting the furniture
- washing the dishes
- vacuuming
- setting the table
- hanging up the clothes
- raking leaves
- watering the garden

WHAT AM I DOING?

- trying on a new hat
- reading the newspaper
- peeling a banana
- smelling perfume
- petting a kitten
- dialing a telephone number
- polishing shoes
- walking the dog



PARTS OF THE BODY

- Show me how your chest says, "I'm proud."
- Show me how your finger says, "Come here."
- Show me how your head says, "No!"
- Show me how your mouth says, "Mmm, I like that cookie."
- Show me how you use your ear to say, "Sh, do you hear the bird?"
- Show me what you do with your nose when there is a bad smell.

WHAT SPORT AM I PLAYING?

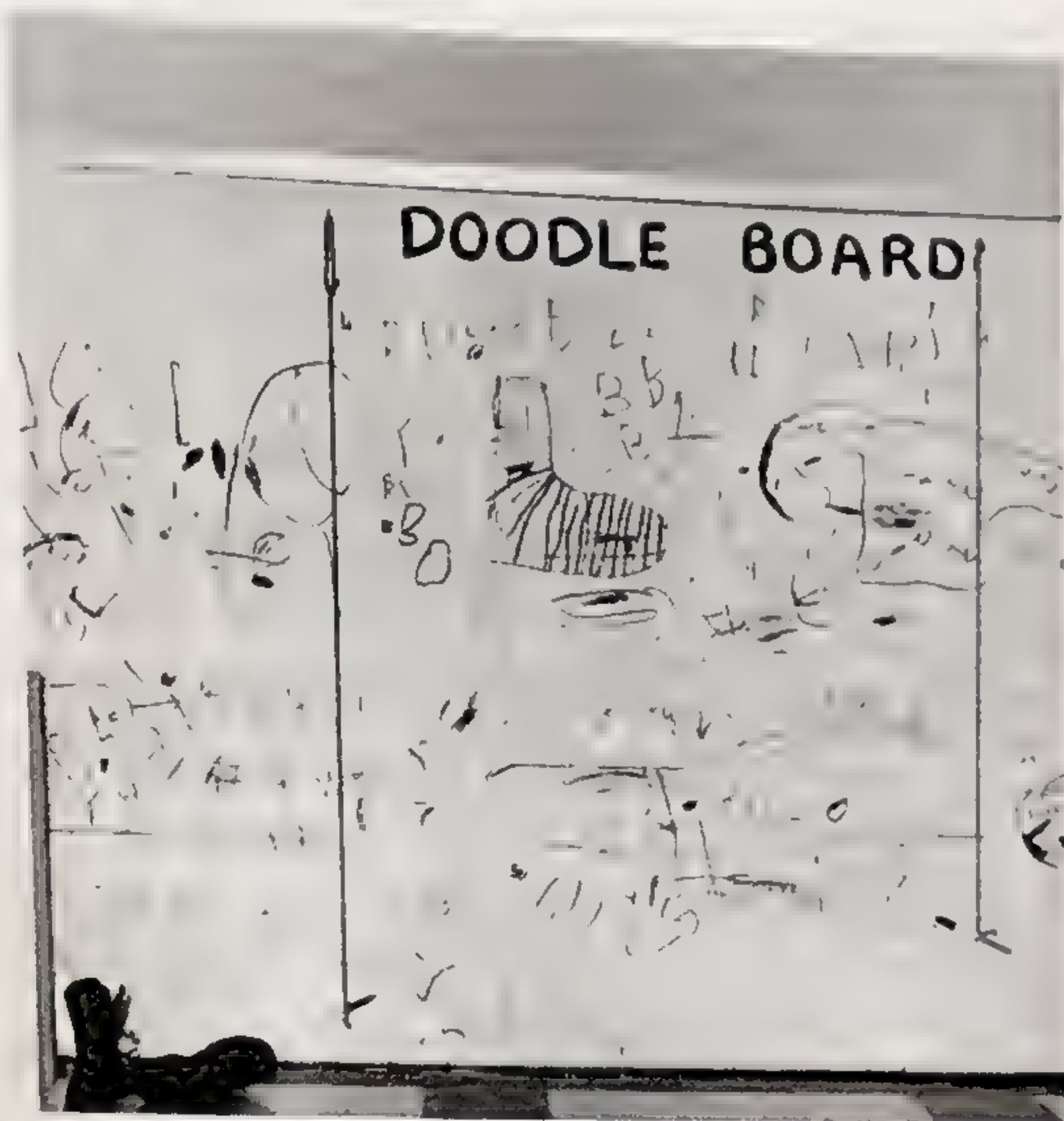
- bowling
- weight lifting
- swimming
- golfing
- rowing
- pitching ball
- wrestling
- jogging

PAPER

What fun it is to scribble—beautiful, free, uncontrolled scribbling.
No one to tell you how to “improve.” No one to ask, “What is it?”
No one to direct, “Make it just like mine.”



You can scribble on the floor.

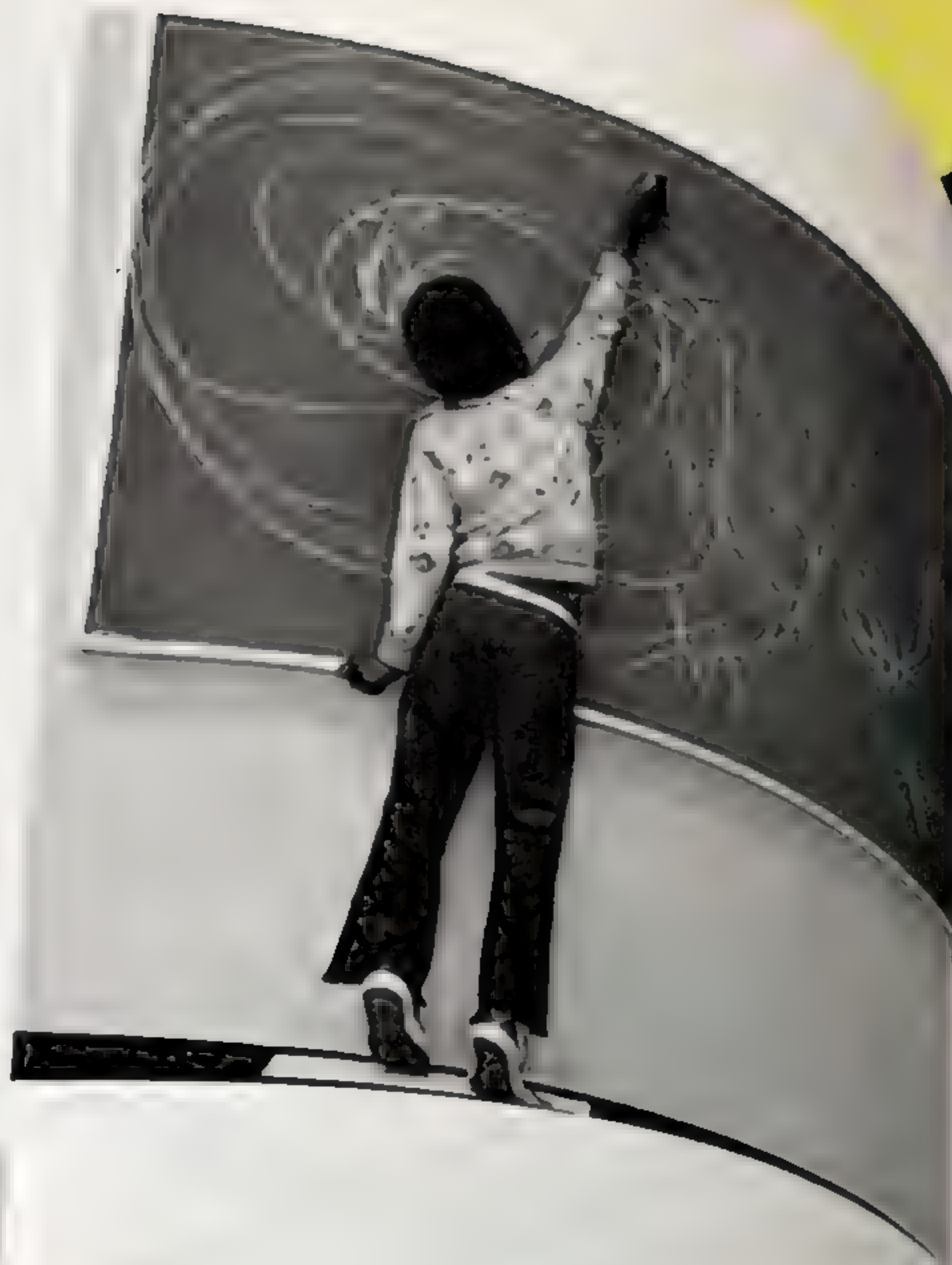


You can scribble on the wall.



You can scribble at the table.

You can scribble on a blackboard. If you don't have a blackboard, scribble on old newspaper or used wrapping paper.



From all the squiggles and scribbles (it seems sometimes to adults that it will never end) at last comes a recognizable object—*ME*!



The pure refreshing glow of "*I did this—it's all mine!*"



Most children paint with the traditional poster paints—and, of course, that's fine. But wouldn't it be interesting to see what happens when you paint with

- muddy water
- berry juice
- coffee or tea
- corn syrup

What else can you think of?



Nor do you necessarily need to paint with a brush. See what effects you can get with

- fingertips
- pieces of sponge
- toothpicks
- house paint brushes
- felt-tip pens
- twigs
- rags

Can you paint with a feather?



"Stamp and press . . . stamp and press." How children love to do print ! And it's so easy. Just take a few layers of paper toweling and soak them with paint. Then stamp with

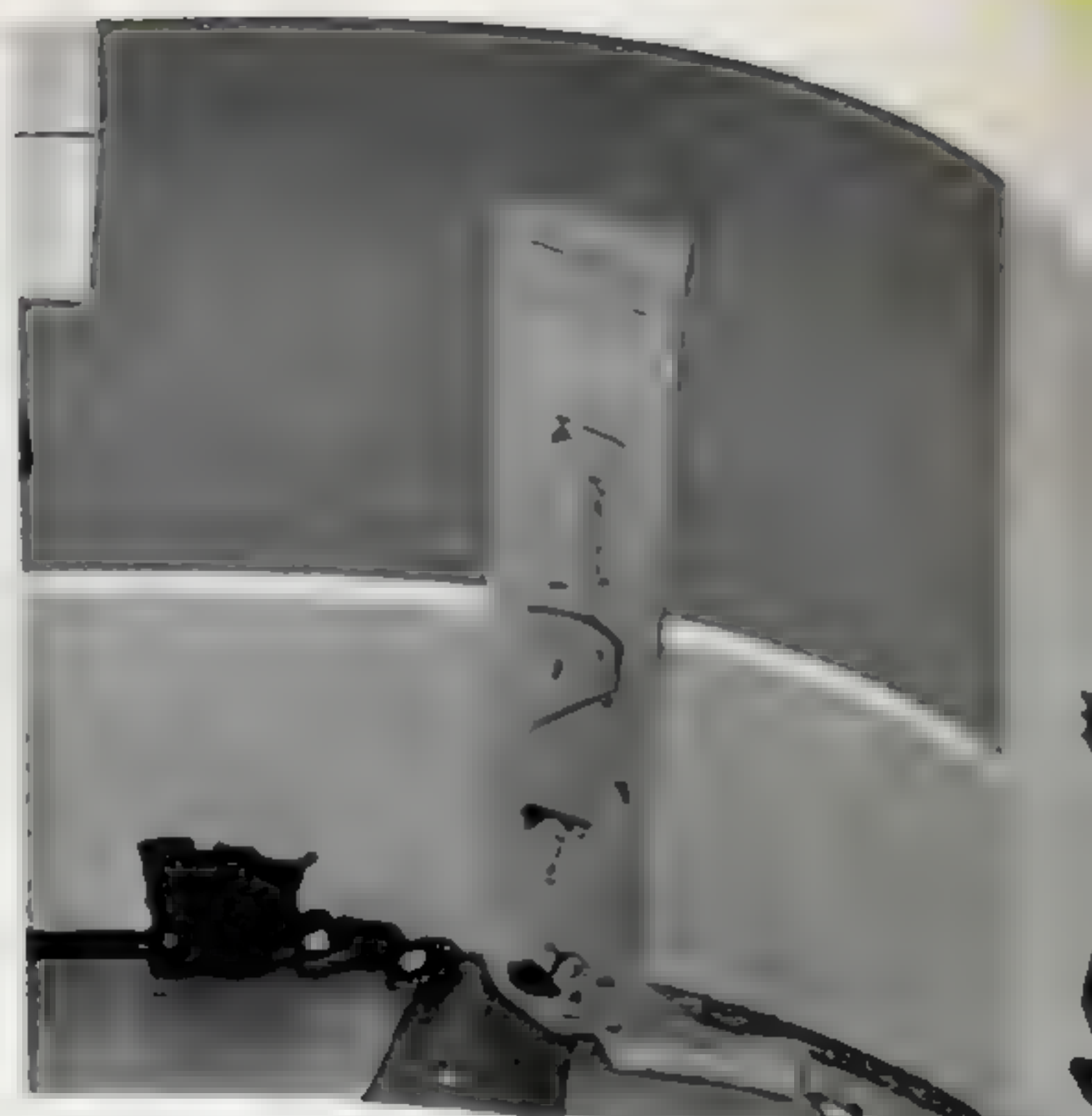
- spools
- buttons
- a toilet-tissue roll
- a slice of carrot

What else is about that might be interesting to use?

A variety of materials to work on gives new problems—and makes one think creatively. Have you ever tried to paint or draw on

- paper towels
- newspaper
- stones
- wood
- fences
- cloth
- the sidewalk

If you work on a round base (or a square or a triangle), it sets up limits and makes you think differently about what you are going to do.



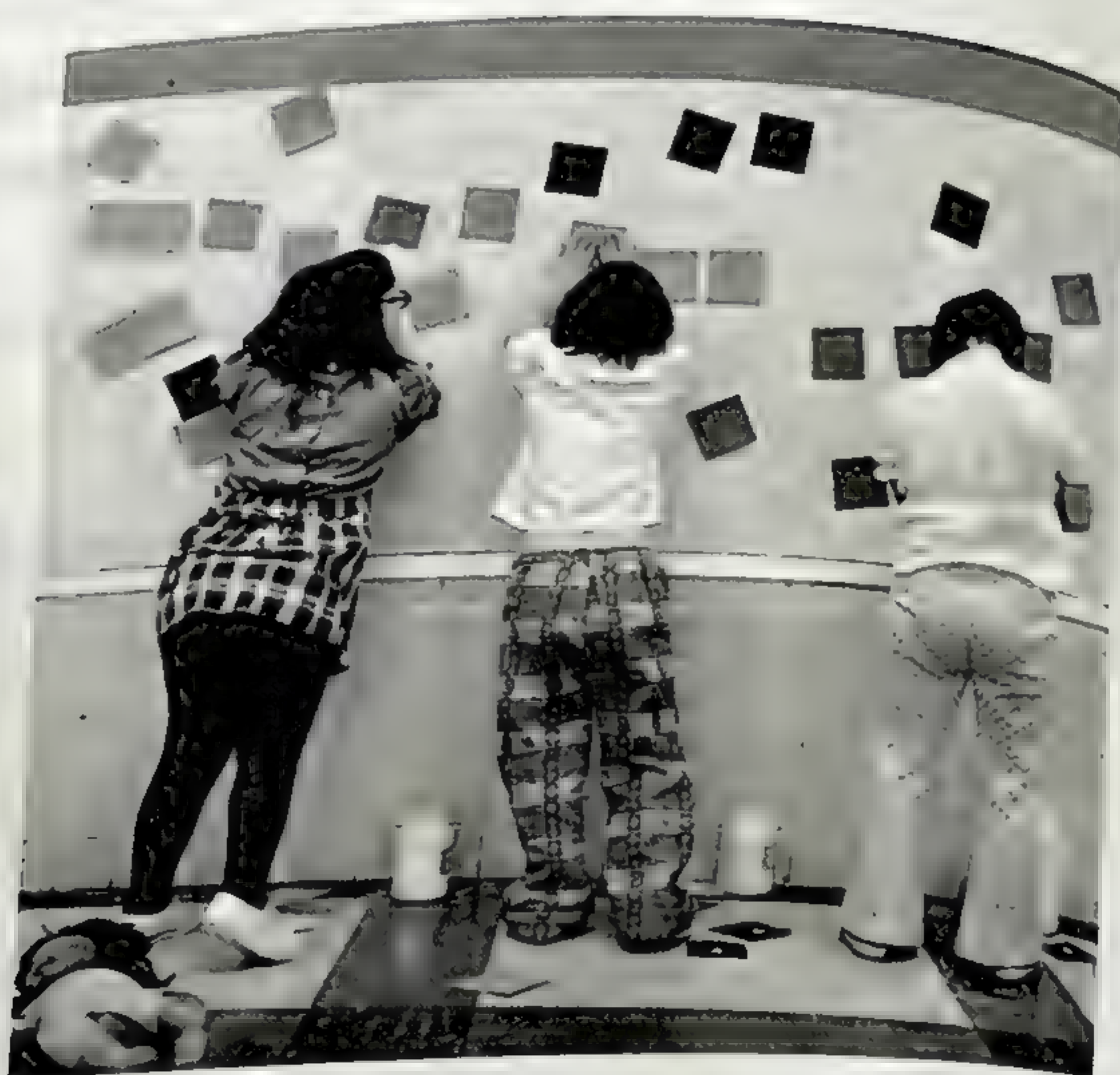
"This is where I live."



*"Please don't help me. . . .
 Let me paint the way I want to. . . .
 Even if you don't like it—it's all right with me.
 When you keep wanting to help me,
 I begin to think, 'I can't do anything right.'
 In a little while, I start to believe it. . . .
 It makes me feel so bad inside,
 I just feel like giving up,
 AND THEN IT'LL BE TOO LATE TO BE ME ANY MORE."*



*"Masterpieces" for all to admire can
 be suspended in a clothespin gallery.*



The aim of a mural (too big a job for one person) is not so much to be an artistic creation as it is to be one more planned experience to learn to work and play together cooperatively.



Did you ever see children's drawings with arms coming off the head or with the necks left out? Tracing the body helps a child "see" himself or herself realistically.



You can make a silhouette action mural if the body is traced in an action position, painted black, cut out—and then pasted on a large sheet of paper or a wall.

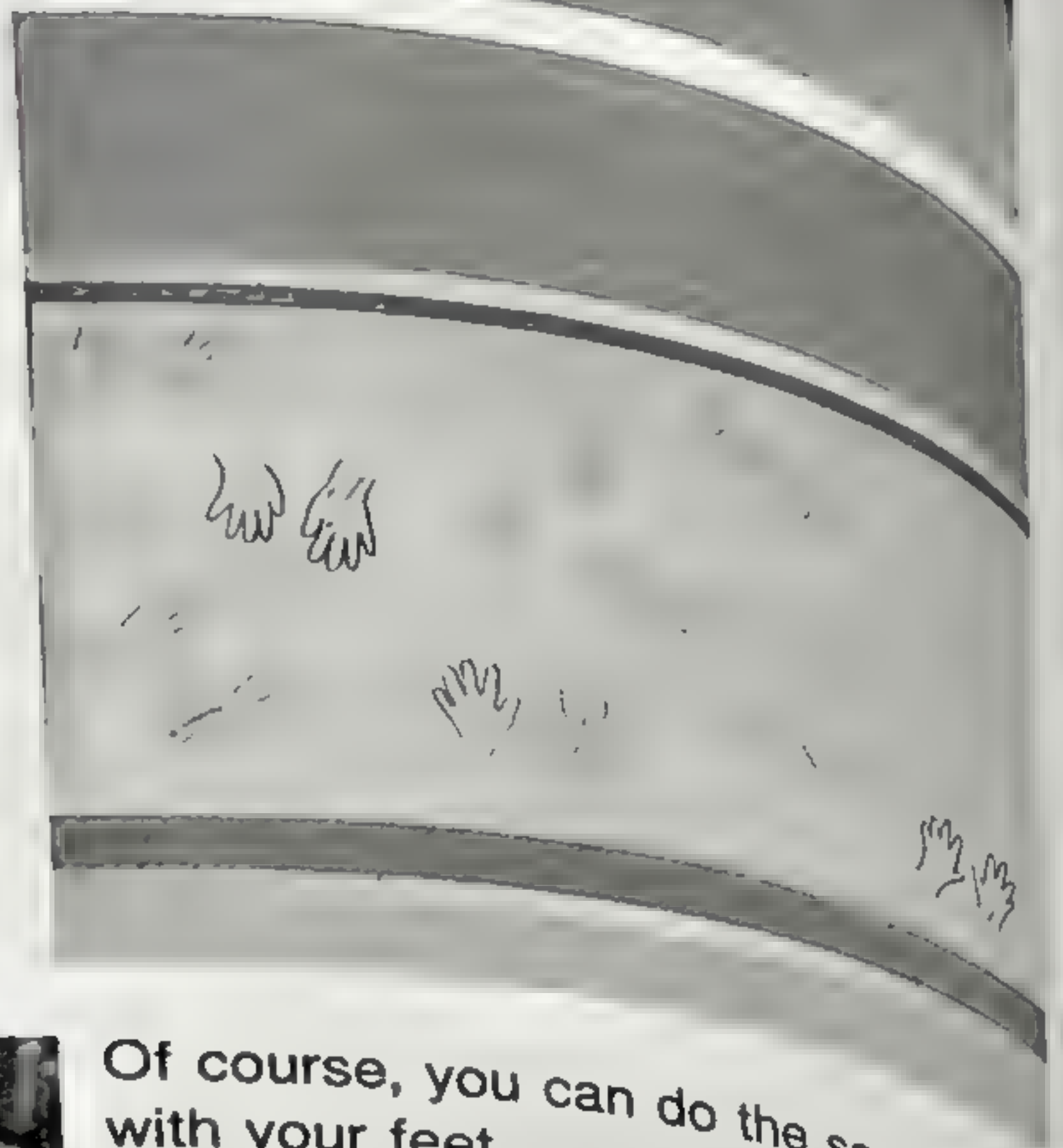


A three-way mirror lets a child see and draw what she looks like from different angles.

"This is my hand."



A lot of "little hands" (and big ones of Mom and Dad too) on a large sheet of paper make an attractive and memorable wall hanging.



Of course, you can do the same thing with your feet.





How lucky for us that wallpaper books go out of date and we can get them “for nothing”—big sturdy sheets, the backs of which can be used for drawing on and the fronts for making “matching” games.



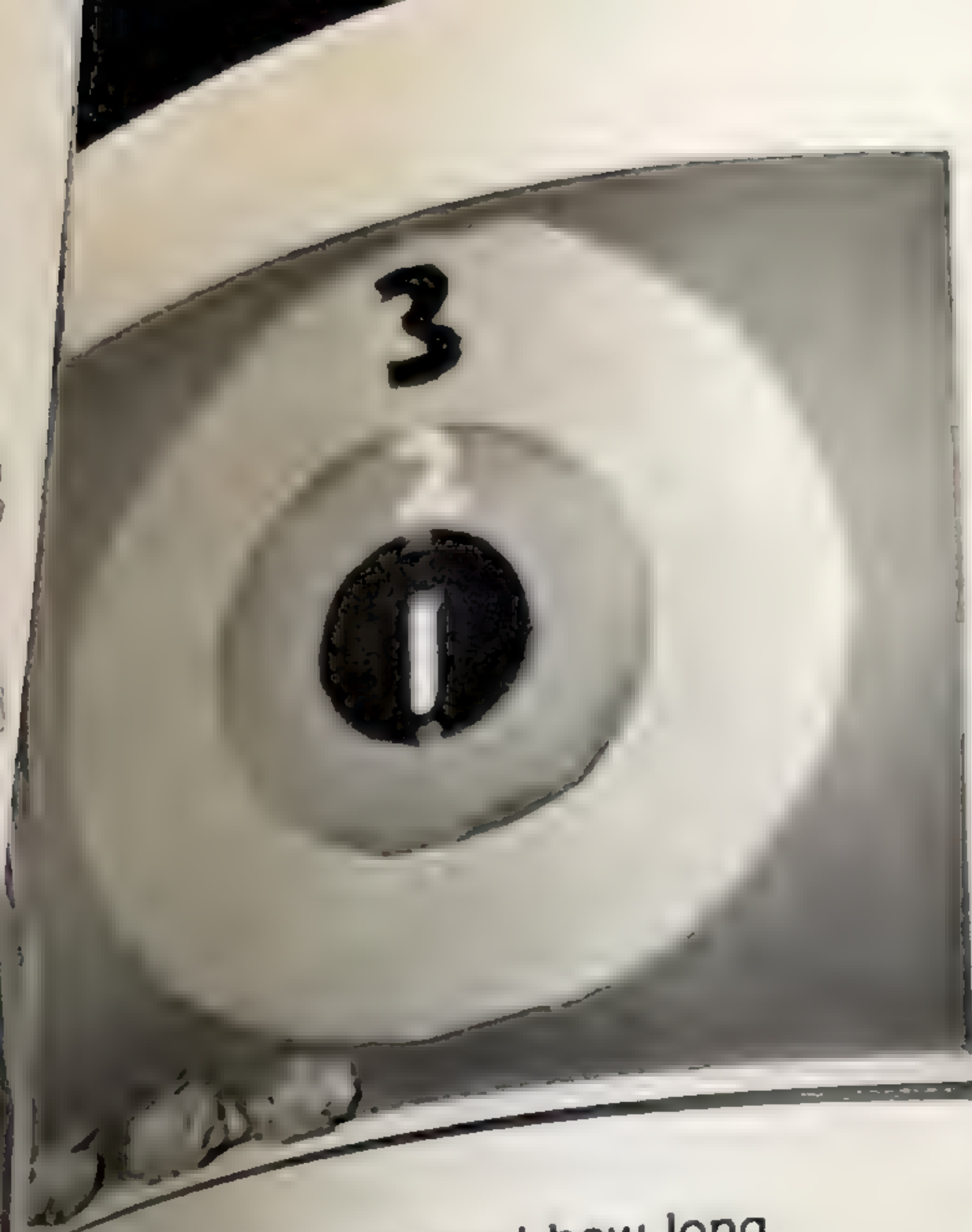
It is hard to say what there is about ripping and tearing that children enjoy (Is it the zzzzzzz sound they make?) If a child is given a stack of unwanted newspapers or magazines "just for ripping," you may find your child less destructive with valuable things about the house.

Demolishing a big piece of paper by punching holes with a wooden spoon is a tremendously absorbing activity for a child and is usually done with great abandon. But watch—someday those random holes may form an interesting pattern!

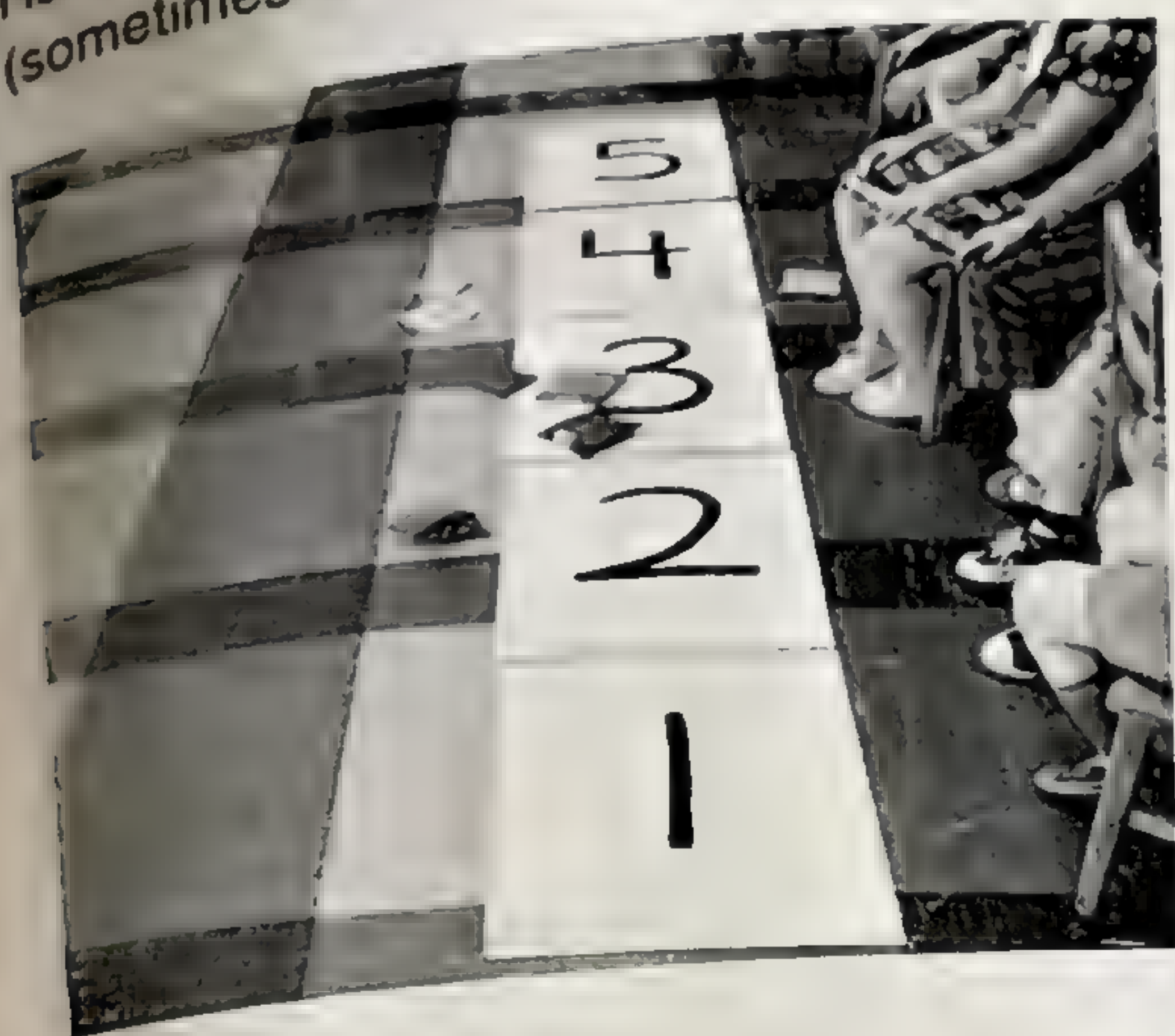


A child may not know "how to read" yet, but may enjoy "reading" the newspaper nevertheless.

- How many "e"s can you find? Cut them out.
- Hunt for the number "8." Put a big red ring around all the ones you find.
- Make a "Junior Shopping List" and find the breakfast foods you would like to buy.
- Find your favorite comic, cut it into sections, scramble the parts, and put them together again as they were.
- Find pictures of "helpers" in the community (like firefighters), animals, various ethnic groups, well-known persons, means of transportation (like airplanes), various kinds of buildings, etc. Scrapbooks can be made from each of the categories.



Have you ever noticed how long (sometimes an hour or more) a child

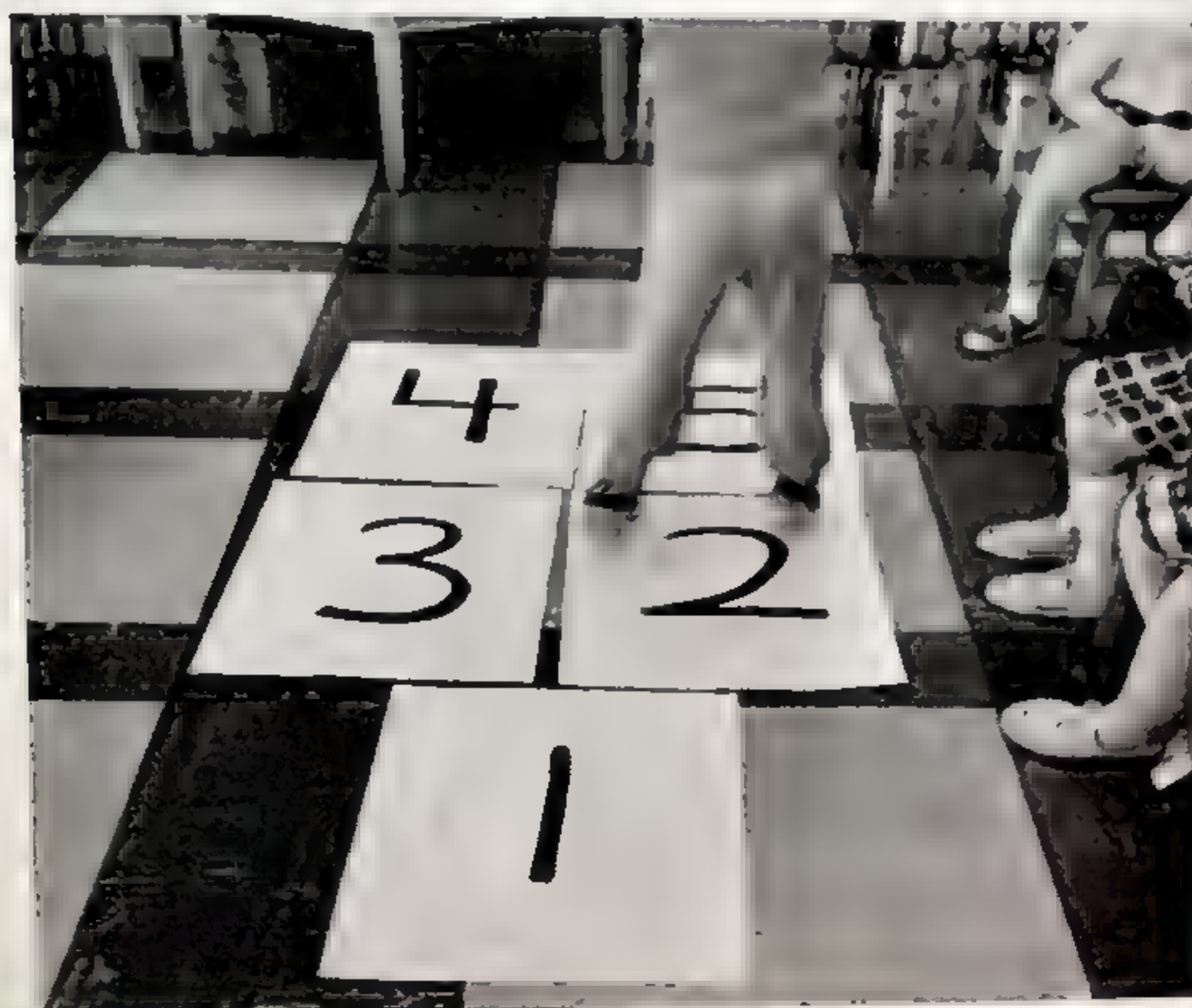


will watch a TV program she or he has selected and is genuinely interested in. We adults, too, stick to something longer when we are interested in the subject, don't we?

And so it is when we want a child to learn something special. Make a game of it and see how the attention span expands!

There are literally hundreds of commercially manufactured "number" games, but an improvised homemade one can have much more appeal. Try this target game with an "instant" ball made from a squashed piece of newspaper tied with a string or rubber band.

Snakes (children love dramatic names for games) is just sheets of paper with numbers. Scores can be added up or not added up, as desired.



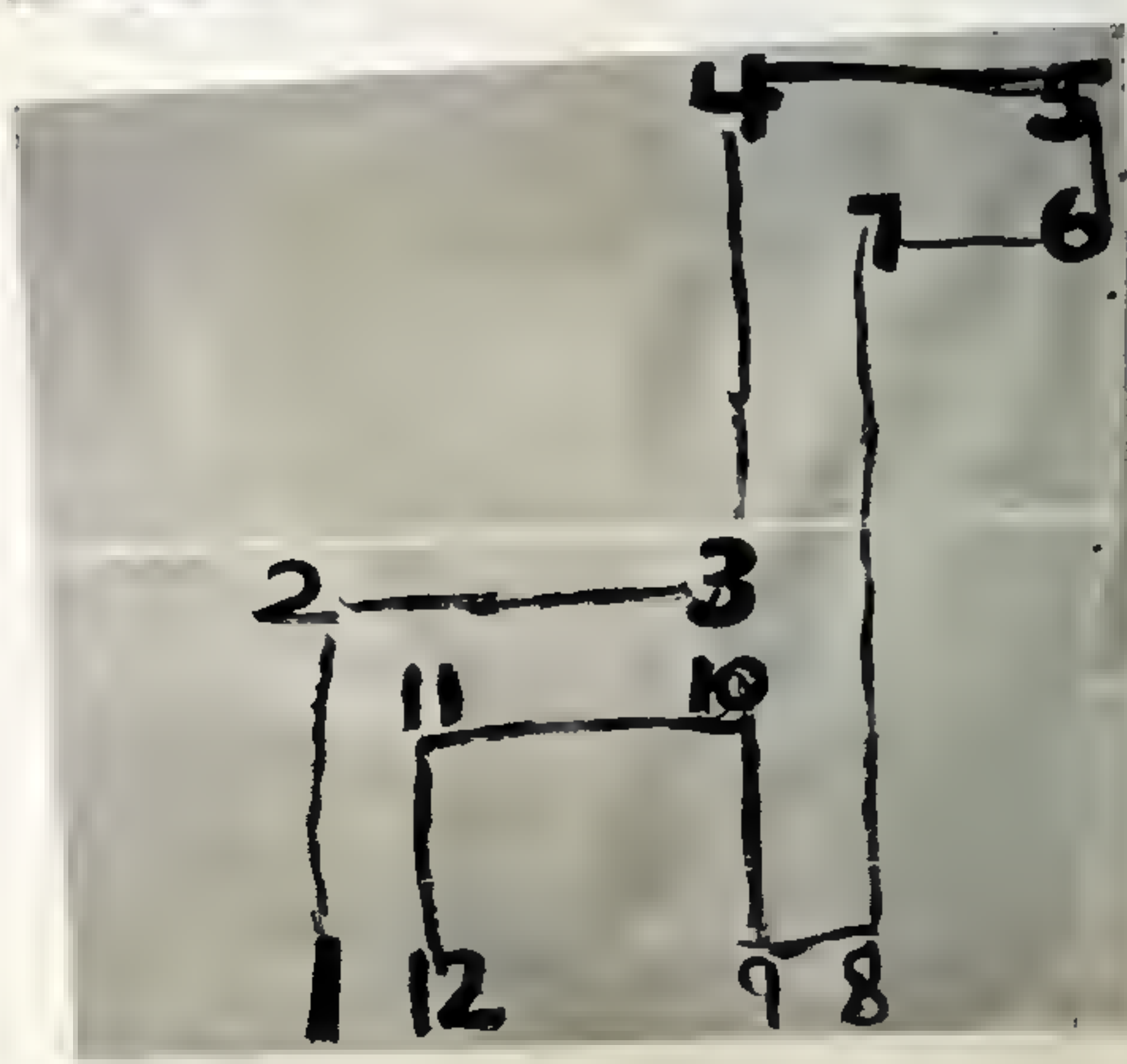
The same paper sheets can be rearranged to play Elephants. Whichever way, there are numbers that can be introduced, making the excitement of learning possible.



A domino game helps find "likenesses" and "differences."



Isn't it interesting to know that people will not connect these dots in the same way?



If you follow the numbers, you get a little "number-work" interest. This happens to be a giraffe, but you can also make a snake, a house, a person —what about the "biggest mountain in the world"?

PLANTS



*"If you want me to learn something,
Please let me go slow. . . .*

Let me look at things. . . .

Let me touch and handle things. . . .

Let me hear . . .

And smell . . .

And maybe taste things.

Oh, how many things I can

Find out by myself

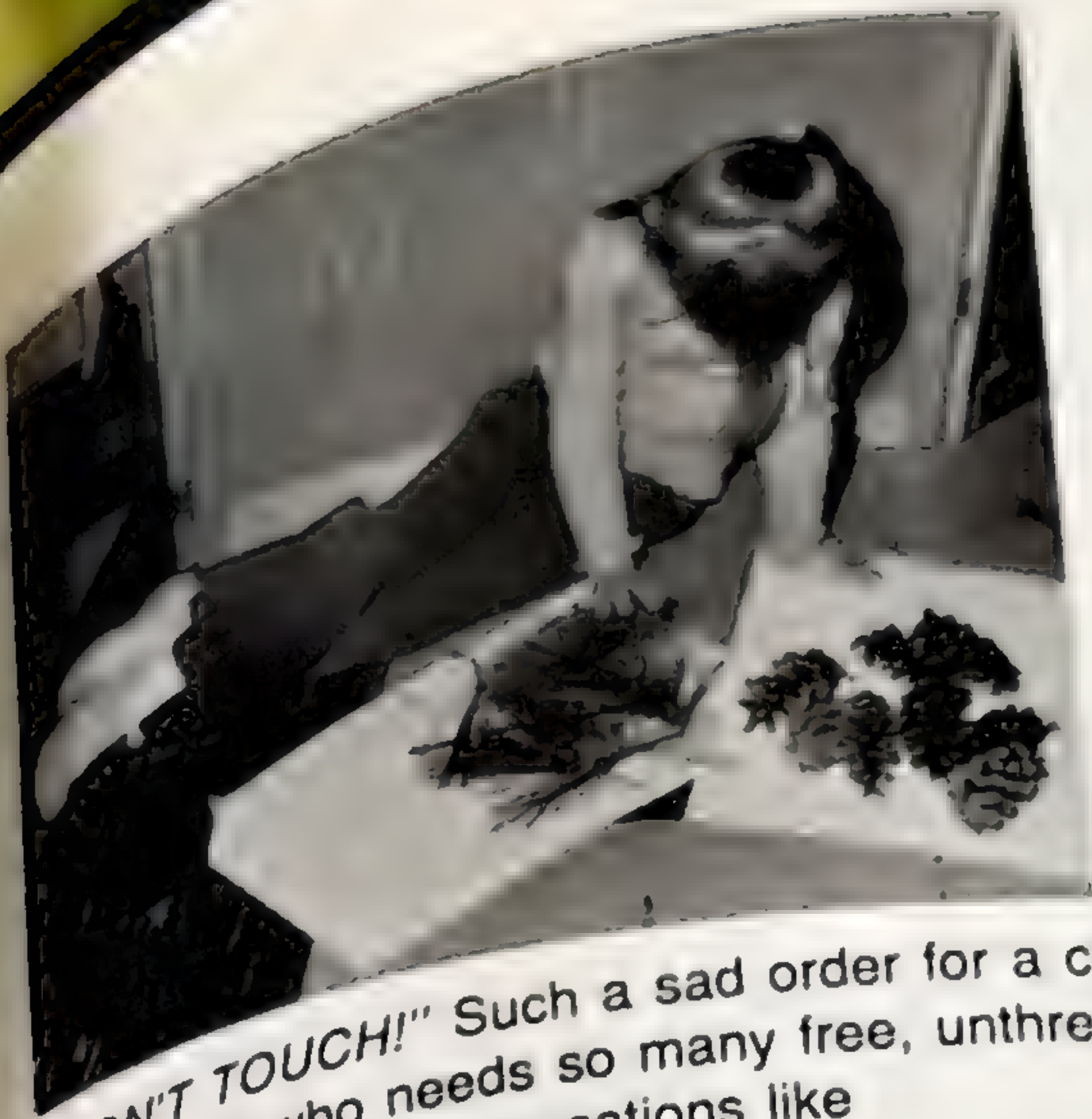
If you let me go slow—please !"

It's a little harder to find vacant lots nowadays, but if you walk to the corner, look around the block, look behind the school (even if you look in cracks of sidewalks) and look carefully—you may be rewarded with some of the most spectacular treasures of the world. Some in the spring, some in the summer, some in the autumn, and some standing undaunted above the snow.

- brilliant yellow buttercups waiting to be placed under chins for the "do you like butter?" test
- milkweed, with its skeins of floss, shining like pearls floating through the air
- cattails
- prickly thistle
- sweet clover (Did you ever find a four-leaf clover?)
- the intricate patterns of Queen Anne's lace
- indomitable dandelions with their seeds sailing off in the wind
- horse chestnuts—just right to be stored in the pockets of little boys and girls to use as "money"
- yellow, orange, and scarlet leaves following the slightest breeze as they fall to the ground—in autumn when their work is done
- chicory



Do you see the winter buds all ready with their tiny beginnings of next year's twigs?
Did you ever make a set of "cups and saucers" from the acorns of the oak tree?



"DON'T TOUCH!" Such a sad order for a child who loves to touch and who needs so many free, unthreatened chances to pile up exciting *feeling* sensations like

- playing in rain puddles
- jumping on a pile of leaves
- prickly pine needles
- rolling down a hill
- bark
- feathers
- icicles
- a caterpillar or a ladybug going up one's arm

What a rich, exciting collection of *smells* can be collected in early childhood—some, oh, so pleasant; some awful—but each telling a little more about the world around us and staying forever (or at least for a long time) with us.

- Did you ever smell grass after a rain?
- Did you ever smell grass after it was just cut?
- Do all flowers smell the same? Do you think you will ever forget the first time you smelled apple blossoms?
- Did you ever smell smoke at a campfire?
- Did you ever smell
 - new shoes?
 - a barnyard?
 - the ocean?
 - a baby after a bath?
 - a candy factory?
- Did you ever smell bread from an oven?





Some people consider grass and daisies "just common." But if you like their pretty flowers and if you think they are something very special, your child almost surely will too. A few moments of wonder and discovery—added up—can help form a sensitivity to nature that will enrich a life beyond measure.



Aren't these dry wildflowers (picked ever so gently so you don't pull out their precious roots !) a gay sight in these little vases made from the children's wooden beads?

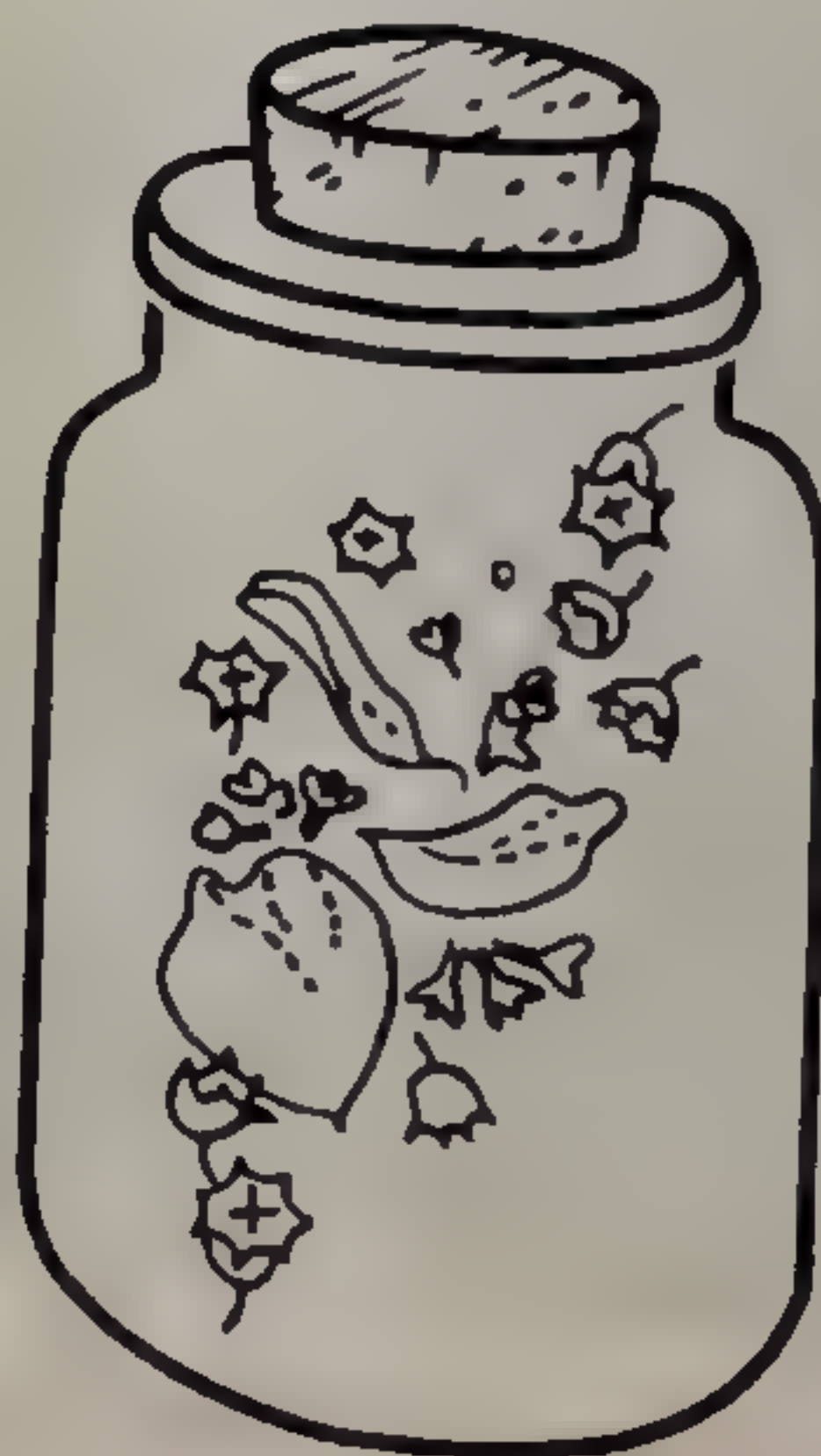
MAKE YOUR OWN PERFUME

What You Need

petals (rose, lily-of-the-valley, lilac)
jar with lid or cork

What to Do

1. Pick petals of flowers that have a pretty fragrance.
2. Let petals dry for a couple of days.
3. Put petals in jar.
4. Cover jar with lid or cork.





A wildflower notebook can be very precious to a child. Why shouldn't it be, since every flower represents a joyful outdoor discovery? Are there misspellings in the notebook? Poor grammar? Sloppy writing? No matter—this notebook is the child's and not an object for adult judgments.

OAK LEAF

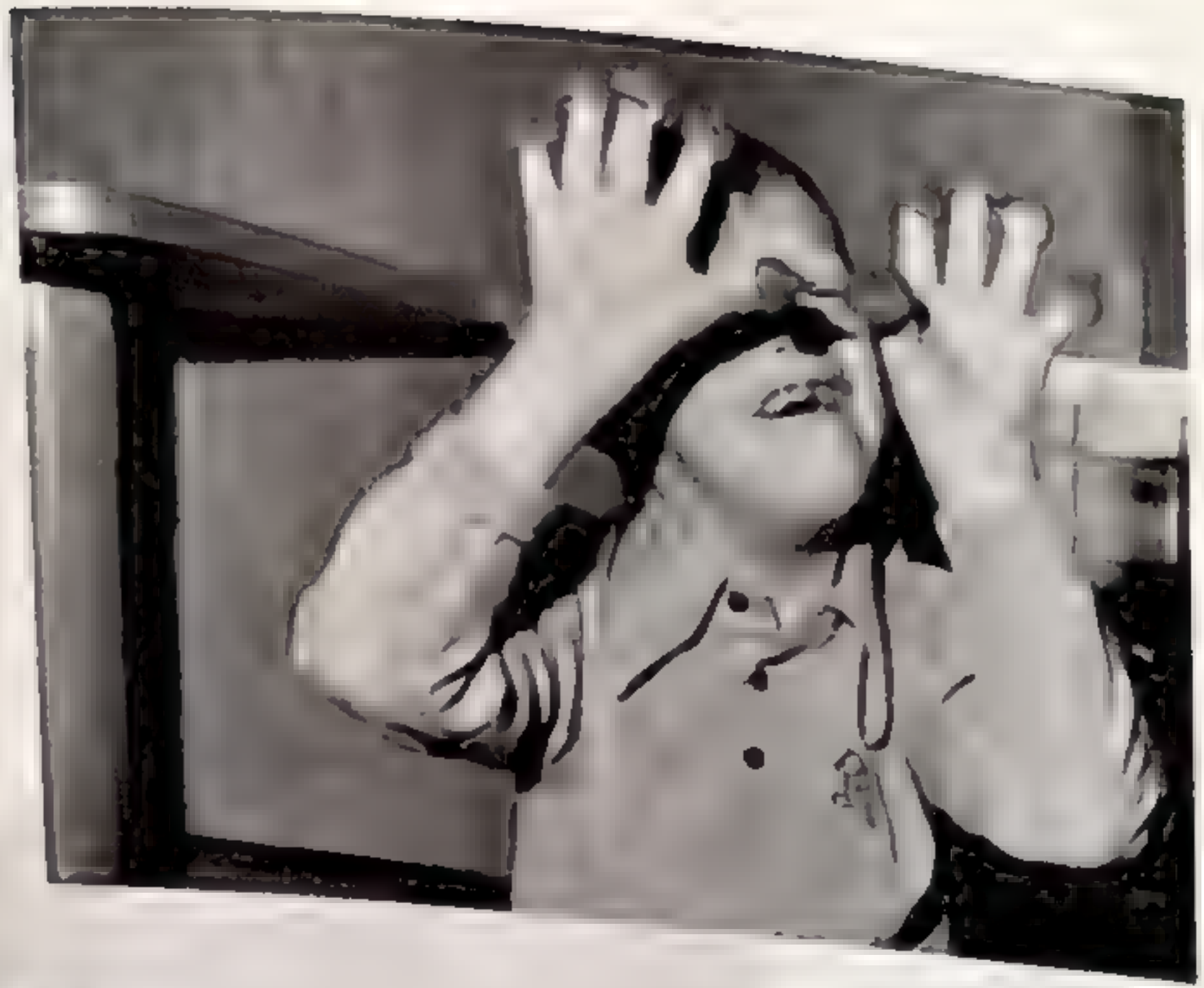


SEPTEMBER 9

Most trees are too high for little children. But when their leaves and seeds (in all their elegant autumn tints) flutter to the ground, and are mounted into leaf and/or seed notebooks, a child has first lessons in observation and classification. Science is then a joy—not “drudgery.”

How many different leaves can be found near your house? Going around the block? On the way to school?

When you put acorns on your fingertips, they become hats for finger puppets.



MY SEED BOOK



MAPLE SEEDS

JAMES BUELL



A crown of maple leaves is a very special crown for a child. Have you ever made a crown from long-stemmed daisies? Or Queen Anne's lace? They are also very appropriate for "playing wedding."



Sycamore leaves are so big and so pretty, you can put them up on your wall (like a mural) to look at in the wintertime when it is cold and blustery outside.

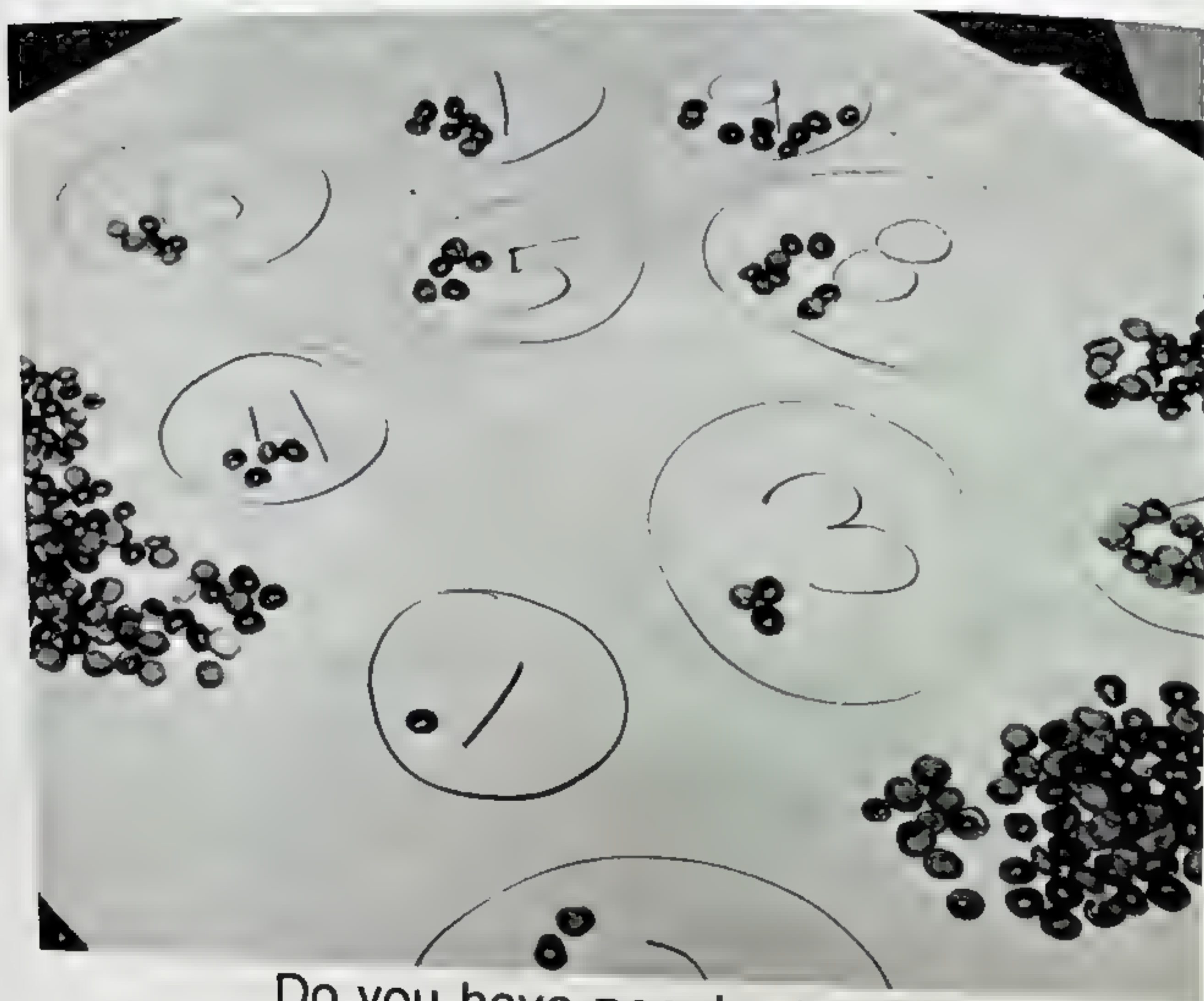
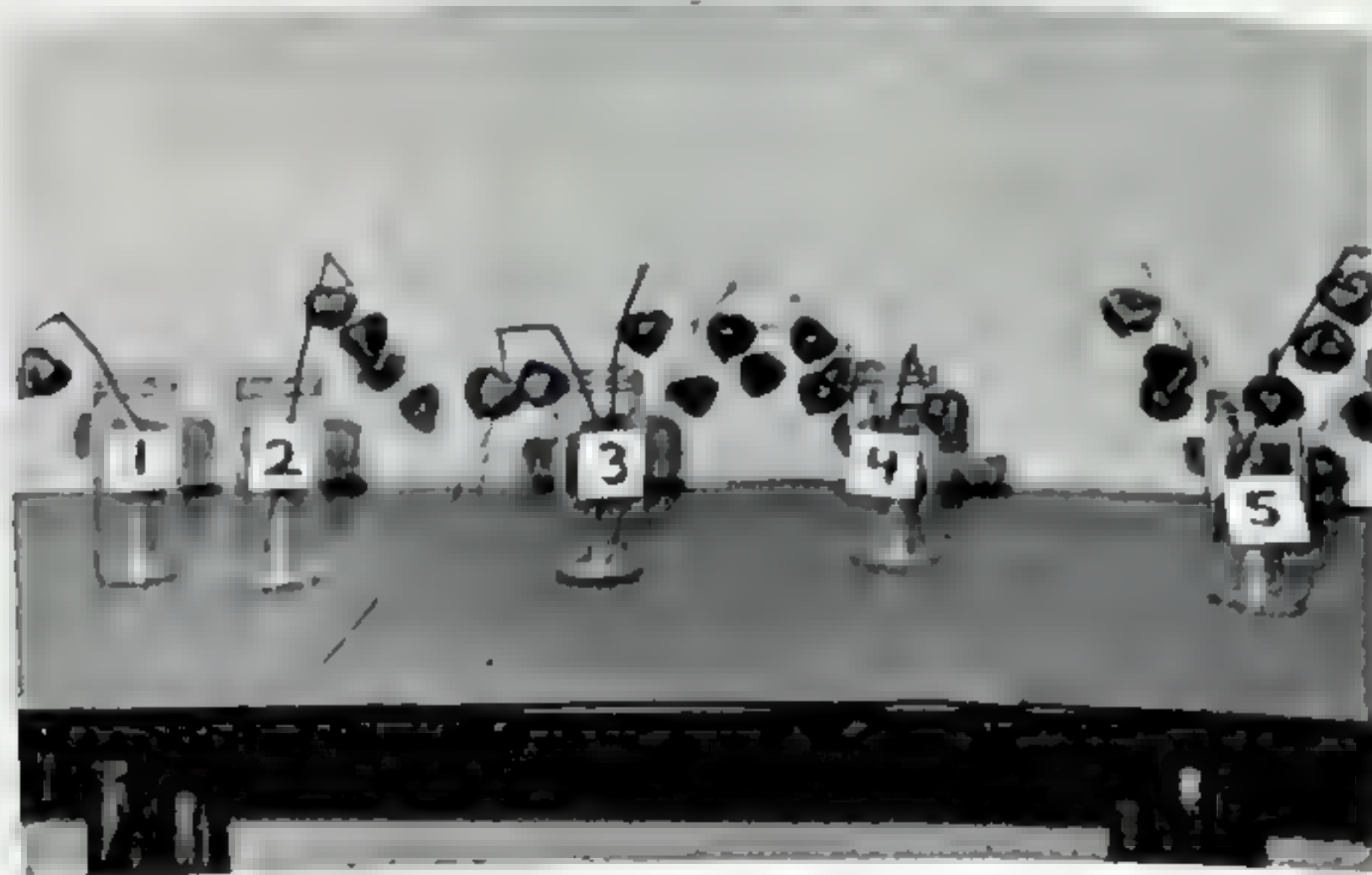
Sycamore leaves are often big enough to use as a mat for your dinner plate.



Every single name in the world can be written with twigs. Twigs are also good for practicing addresses, phone numbers, ages, etc.



A bulb store is good for number practice, "please and thank-you" practice—and to beautify the neighborhood. Of course, you can also have a seed store.



Do you have peach stones, Chinese lanterns, or chestnuts about? Why not use some of them for learning? They can help make abstract concepts come alive for a child.



I dropped a seed into the earth.
It grew, and the plant was mine.

It was a wonderful thing, this plant of mine.
I did not know its name.

All I know is that I planted something apparently as lifeless
as a grain of sand.

And there came forth a green and living thing
unlike the seed,
unlike the soil in which it stood,
unlike the air into which it grew.

No one could tell me why it grew, or how.
It has secrets all its own, secrets that baffle the wisest men.

Yet, this plant was my friend.

It faded when I withheld the light,
It wilted when I neglected to give it water,
It flourished when I supplied its simple needs.

One week I went away on a vacation, and when I returned the plant was
dead, and I missed it.

Although my little plant had died so soon, it had taught me a lesson.
The lesson is that it is worthwhile to have a plant.*

*From *The Nature-Study Idea*, by L.H. Bailey



One of the best reasons for indoor gardening for a child is that so many of the projects give almost instant results. Some plants pop up in just two or three days. Such things as an avocado seed take longer.

But watch the thrill that comes when the seed finally does split open and your child sees the first signs of life !

So gather up the orange and grapefruit seeds from your morning's breakfast, cut down the used milk cartons, AND MAKE A CONSERVATORY ON YOUR WINDOW SILLS.

SEED SPONGE

What You Need

seeds (grass, clover, mustard, etc.)
sponge
plastic bag
string

What to Do

1. Wet the sponge.
2. Put seeds in holes of sponge.
3. Put sponge in plastic bag till seeds germinate.
4. Attach string and suspend by window.



GRASS-SEED GARDEN

What You Need

grass seed
sponge

What to Do

1. Wet the sponge.
2. Roll sponge in grass seed.
3. Place in saucer.

In a few days the sponge will be covered with grass.



A STRANGE GARDEN

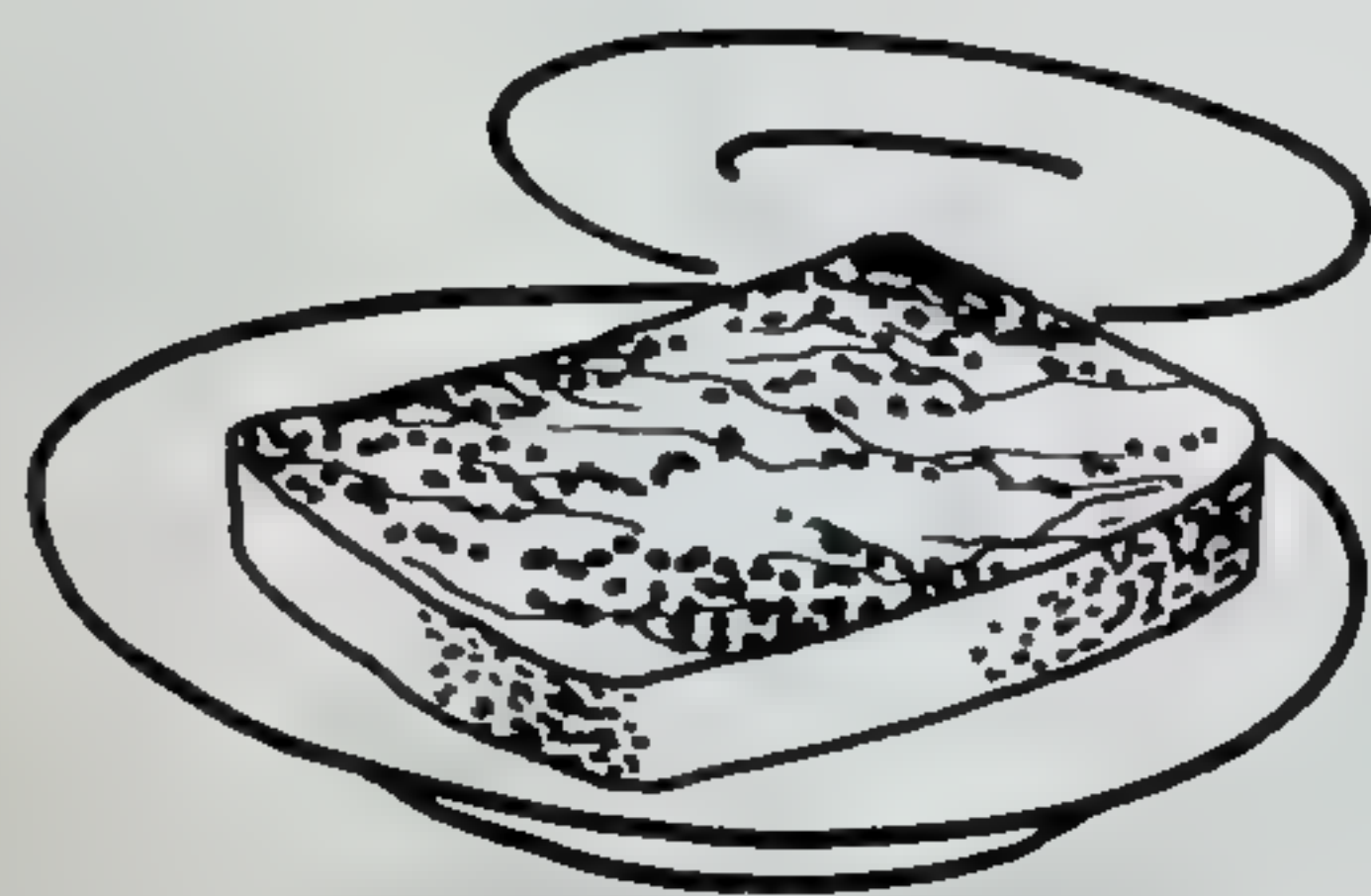
What You Need

slice of bread
2 saucers
water

What to Do

1. Put bread in saucer.
2. Wait about an hour.
3. Cover bread with other saucer.
4. Add a few drops of water from time to time.

After a few days, look at the mold (fine threads with black specks).



TERRARIUM

What You Need

plants you like (with roots)
glass bowl
sticky plastic wrap or aluminum foil
soil and stones

What to Do

1. Put stones on bottom of bowl.
2. Add soil and plants.
3. Sprinkle with water.
4. Cover with plastic wrap or foil.

Add twigs, stones, or shells for more interest.



WATERMELON GARDEN (pumpkin, squash)

What You Need

watermelon, pumpkin, or squash seeds
drinking glass
paper towel
water

What to Do

1. Line inside of glass with wet paper towel.
2. Place seeds between the glass and towel.
3. Leave an inch of water at the bottom.

Watch the roots grow.



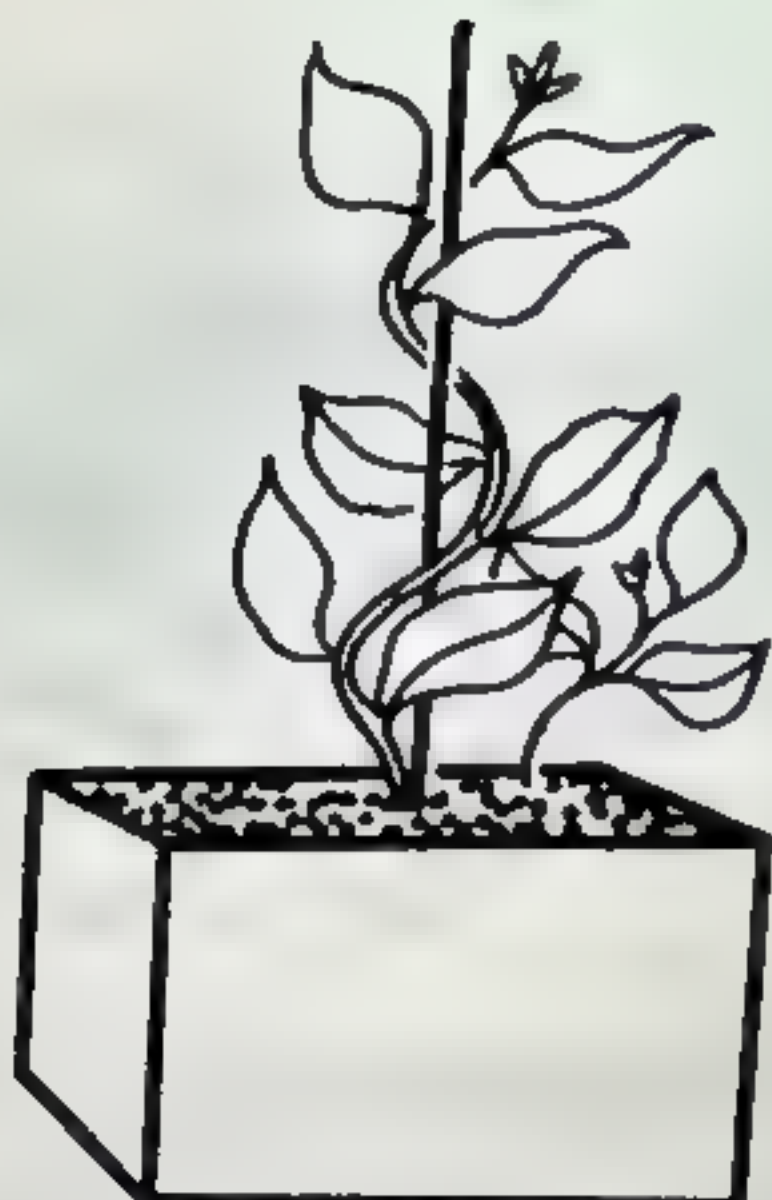
CLIMBING BEAN VINE

What You Need

a few bean seeds stick for trellis
milk carton soil

What to Do

1. Cut off top of milk carton.
2. Add soil.
3. Put beans in soil.
4. Cover with about ½ inch of soil.
5. Keep moist.
6. Put on sunny window sill.
7. Use trellis when vine forms.



HOW TO START A NEW PLANT

What You Need

- plant (geranium, ivy, etc.)
- jar
- knife
- water

What to Do

1. Using a knife, cut (on a slant) about 6 inches off the tip of plant. Be sure you have three or four leaves on it.
2. Place in jar of water.
3. Place on sunny window sill and watch roots form.



HOW PLANTS GET THEIR FOOD

What You Need

- celery stalks
- drinking glass
- water
- red food coloring

What to Do

1. Add a few drops of food coloring to $\frac{1}{2}$ glass of water.
2. Trim bottom of celery stalk.
3. Place celery in water.
4. Leave overnight.



Watch the long red tubes.

Do the same with grass, maple, oak, and chestnut leaves.

FORCING BRANCHES

What You Need

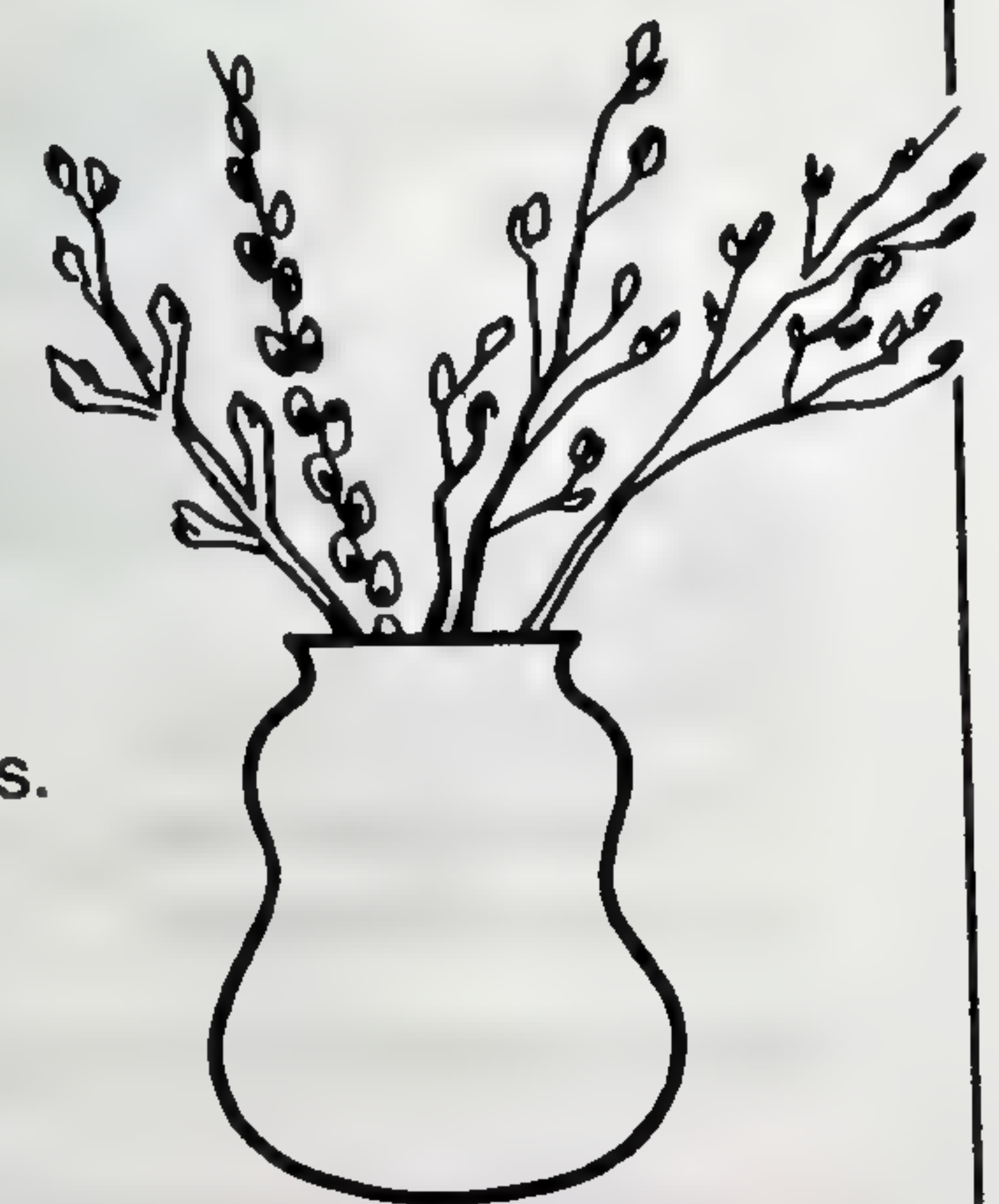
- branches of forsythia, pussy willow, and trees like apple, cherry, peach, and maple
- tall jar

What to Do

1. As it gets close to spring, cut branches with lots of buds.
2. Place in jar of warm water.

Forsythia will open in five to ten days.

Use as a centerpiece at dinner table.



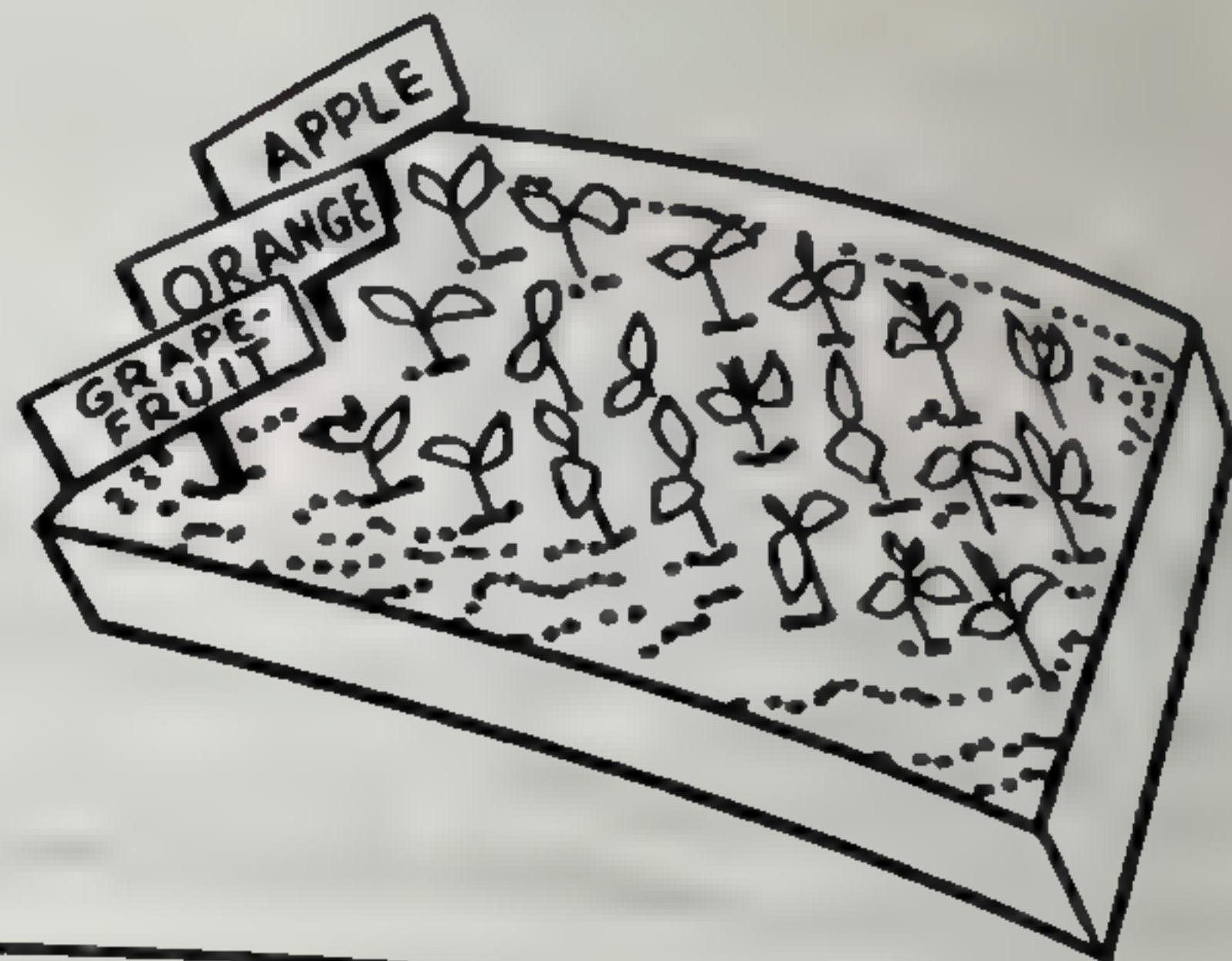
FRUIT ORCHARD

What You Need

seeds (apple, grapefruit, orange, lemon)
soil
box

What to Do

1. Put soil in box.
2. Add seeds in a row.
3. Cover with $\frac{1}{4}$ inch soil.
4. Keep moist.
5. Place near sunny window.



LENTIL GARDEN

What You Need

lentil seeds
soup bowl
water

What to Do

1. Put water in bowl.
2. Put lentil seeds in water.
3. Set in warm dark place.
4. When leaves start to grow, bring bowl to window.



POPCORN GARDEN

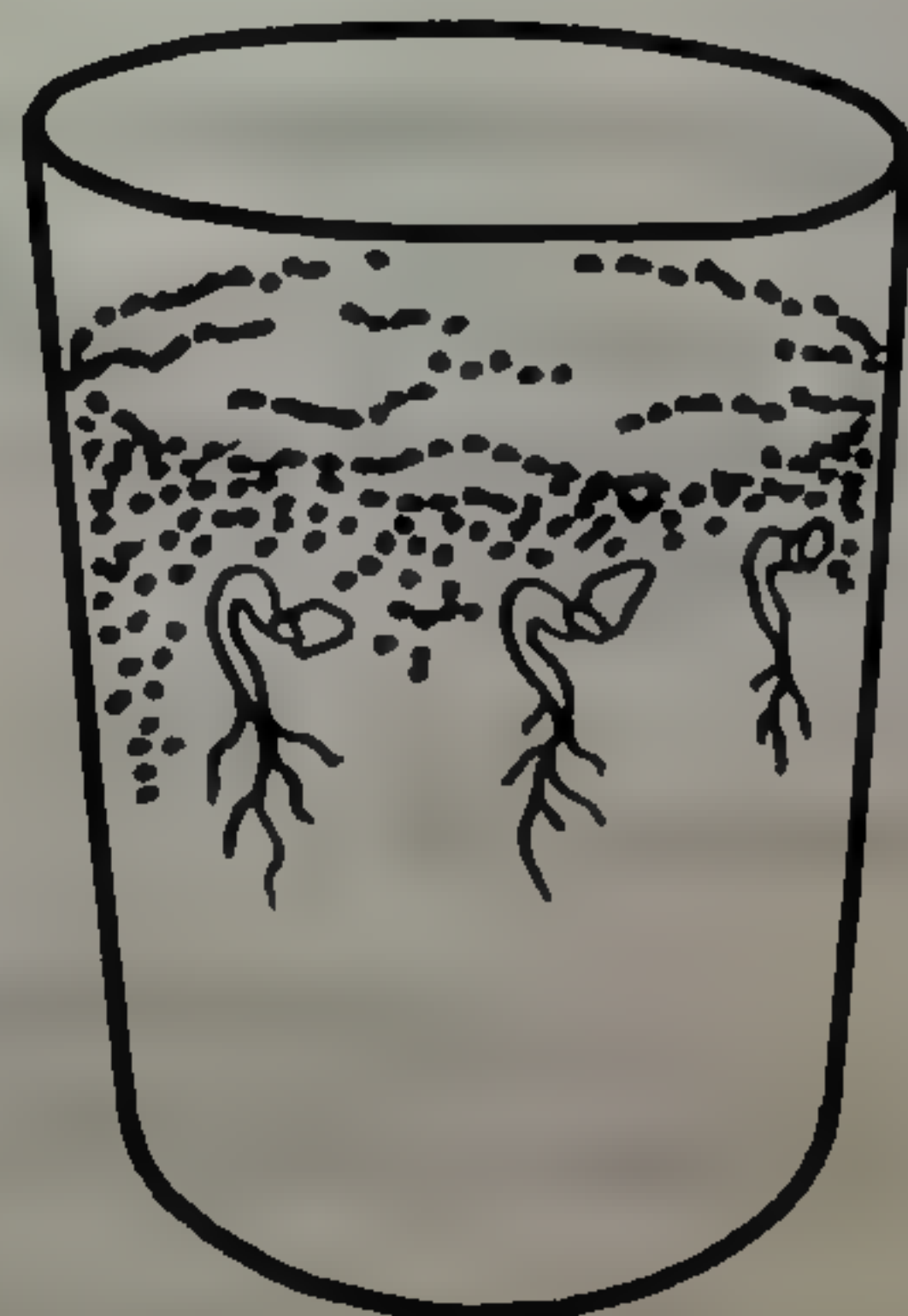
What You Need

unpopped popcorn
glass
soil
water

What to Do

1. Put soil in glass.
2. Push seeds down alongside of glass so that they will show.
3. Keep soil moist.

Watch seeds sprout in a few days.



MUFFIN-TIN HERB GARDEN

What You Need

herb seeds (sage, thyme, basil, rosemary, chives)
muffin tin
soil

What to Do

1. Put soil in sections of muffin tin.
2. Add seeds.
3. Cover lightly with soil.
4. Keep moist.

Cut leaves with scissors and add to salads, soups, and sandwiches.



GARLIC PLANT

What You Need

garlic
soil
can

What to Do

1. Remove two or three cloves from garlic (do not take peel off garlic).
2. Put soil in can.
3. Add garlic cloves (tips upward).
4. Keep moist.

Snip off bits of plant as needed for flavoring of soups or salads.



POTATO PLANT

What You Need

potato
cup
soil
water

What to Do

1. Keep potato in a dark, warm place until an eye has sprouted a couple of inches.
2. Cut out the piece that has the sprouted eye.
3. Put soil in cup (about 2 inches) and plant the sprout.
4. Keep soil damp.



PINEAPPLE PLANT

What You Need

pineapple
dish
stones
water



What to Do

1. Cut off top of pineapple (leaves) and about one inch of fruit.
2. Put in a dish.
3. Fill dish with stones.
4. Cover stones with water.
5. Keep near sunny window.

*Watch leaves and roots form in a few weeks.
Then transplant into pot with soil.*



ONION PLANT

What You Need

onion
dish
stones
water

What to Do

1. Put onion in dish of small stones.
2. Add water.
3. Put in warm dark place.
4. Bring to light after it grows a couple of inches.

DRAW A BRANCH



What You Need

branch (with no leaves on)
vase
pencil, crayons, or paint

What to Do

1. Put branch in vase.
2. Look at branch carefully and draw it.

GRASS AND SEED-POD ARRANGEMENT

What You Need

dried grasses and seed pods
can
Styrofoam or clay

What to Do

1. Put Styrofoam or clay on bottom of can.
2. Set grasses and seed pods inside.



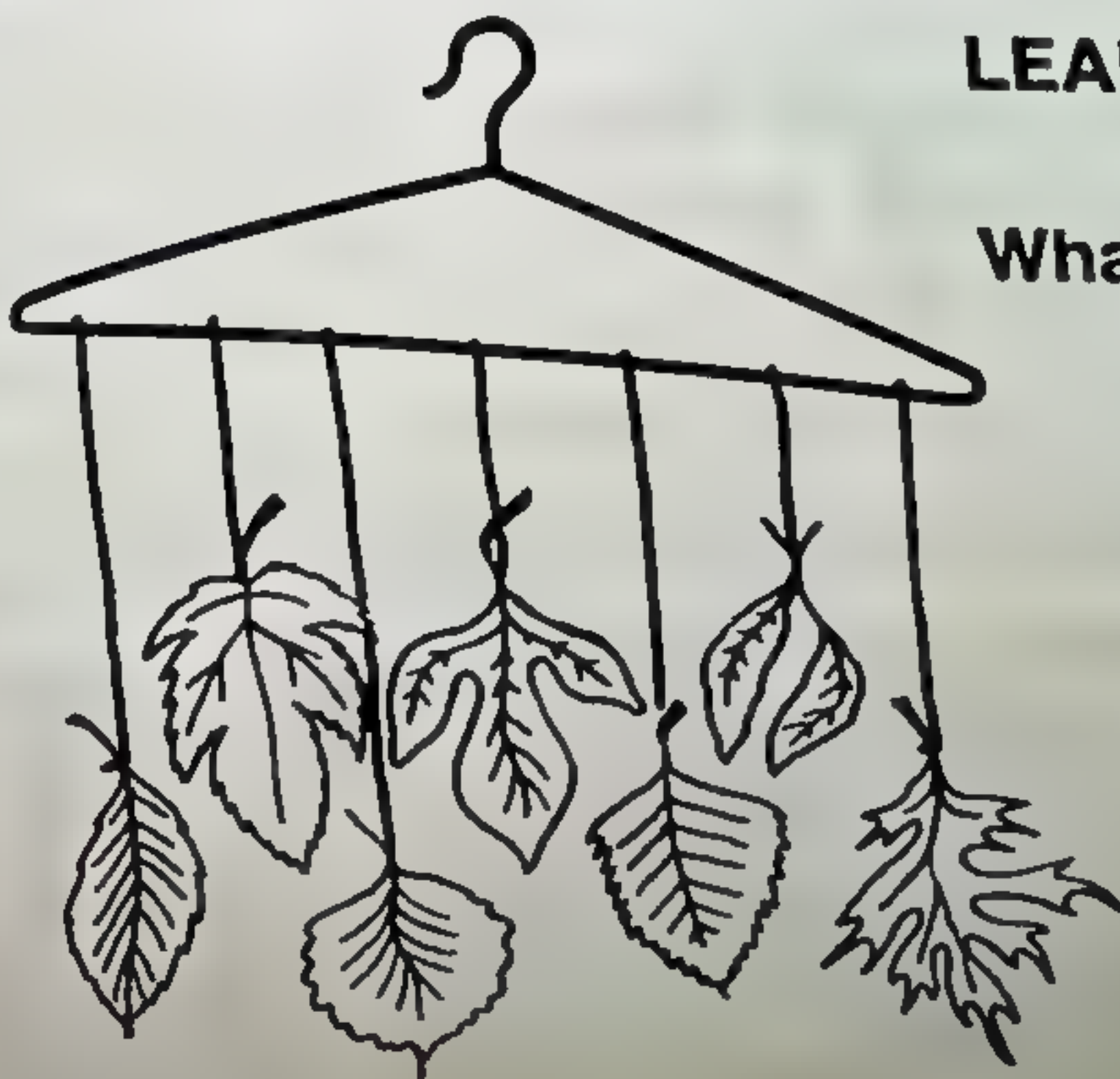
LEAF MOBILE

What You Need

thread
glue
assorted leaves
coat hanger

What to Do

1. Cut threads of different lengths.
2. Glue leaves to threads.
3. Tie threads to coat hanger and suspend.



PLASTIC



Ask neighbors and neighborhood stores to save those plastic blocks used for packing appliances. These blocks can build just about anything wooden blocks can and, at the same time, have one special advantage: they are easier on parents' ears!

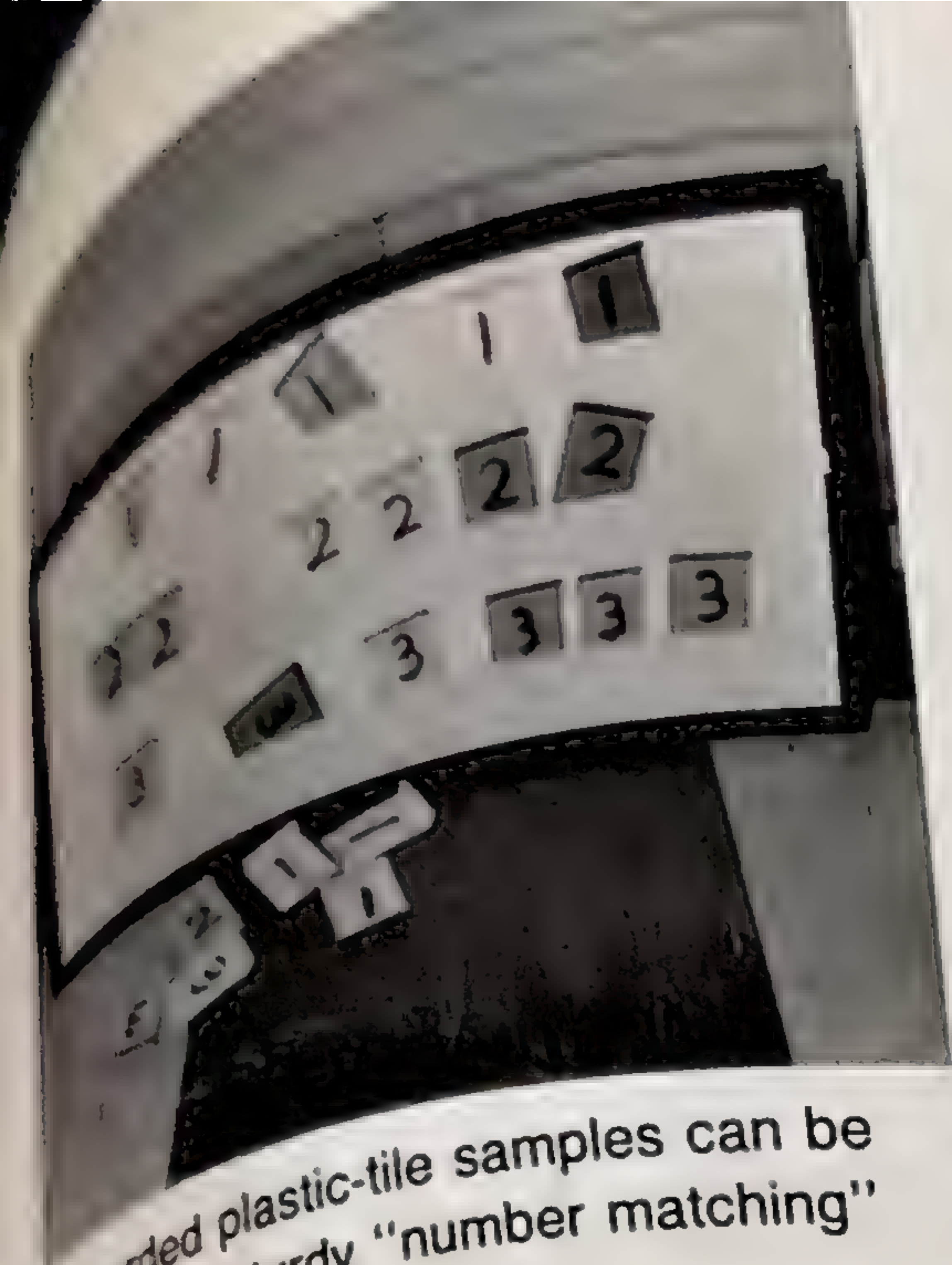


Sheetlike plastic pieces can be made into lotto games, such as this one for "matching shapes." Color the pieces and you can make a "color lotto" game.

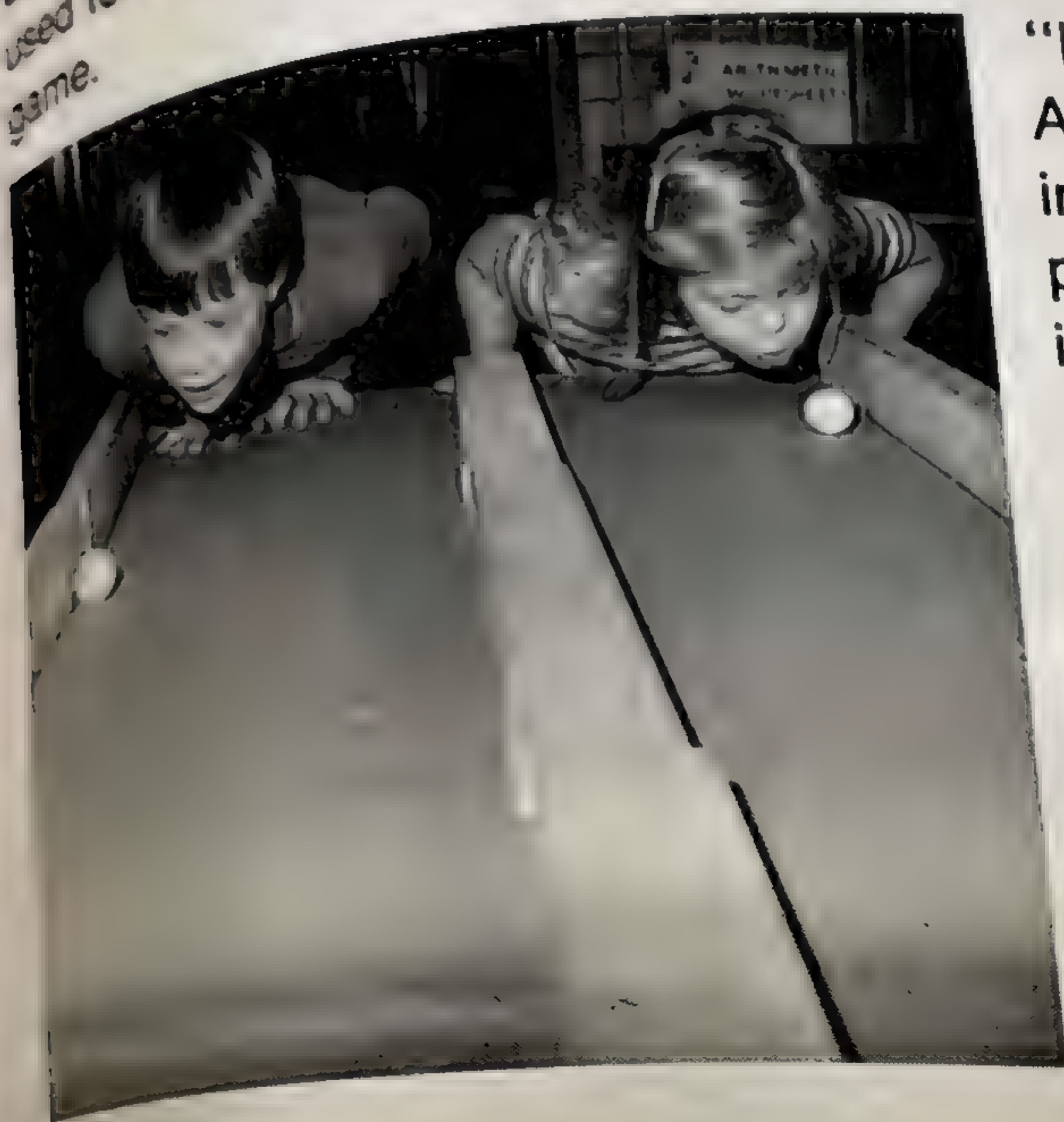
If you can get two of the same sample ceramic-tile sets, you can make another fine "match the color" lotto game.

Watch little Michelle. Her determined spirit is not much different from that of an architect at a drawing board.





Discarded plastic-tile samples can be used for a sturdy "number matching" game.



"Look what I can do with my mouth!" A child doesn't need detailed scientific information for the "whys" of this phenomenon. Just to see and wonder is enough for now.

- You might care to purchase an inexpensive magnifying glass for a birthday present.
- If you have a magnet, let your child use it.
- Let your child see what happens when a thermometer is placed in the sun, the shade, or hot water.
- What dissolves in water? Sugar? Pebbles? What floats?



A "plastic-things" collage helps to dramatize plastic as a "material." Other collages can be made of paper, wood, metal, etc.

PUPPETS



Puppets are little jiggly people that can be made from just about anything:

- a fingertip
- an old rubber ball
- a sock

Do you know that you can make a dragon from a carrot?

Yes ! A very fine dragon indeed !

Also, puppets can be anything or anybody on earth (or in the whole universe).
He or she can be

- A worker in an assembly line
- An astronaut
- A clown
- A ballerina
- A sea lion
- A robot

If you have lost a mitten, why not make an "instant" puppet from the one you have left?

ACORN PUPPETS

Place acorns (hats) on fingertips.
Draw faces on fingers.



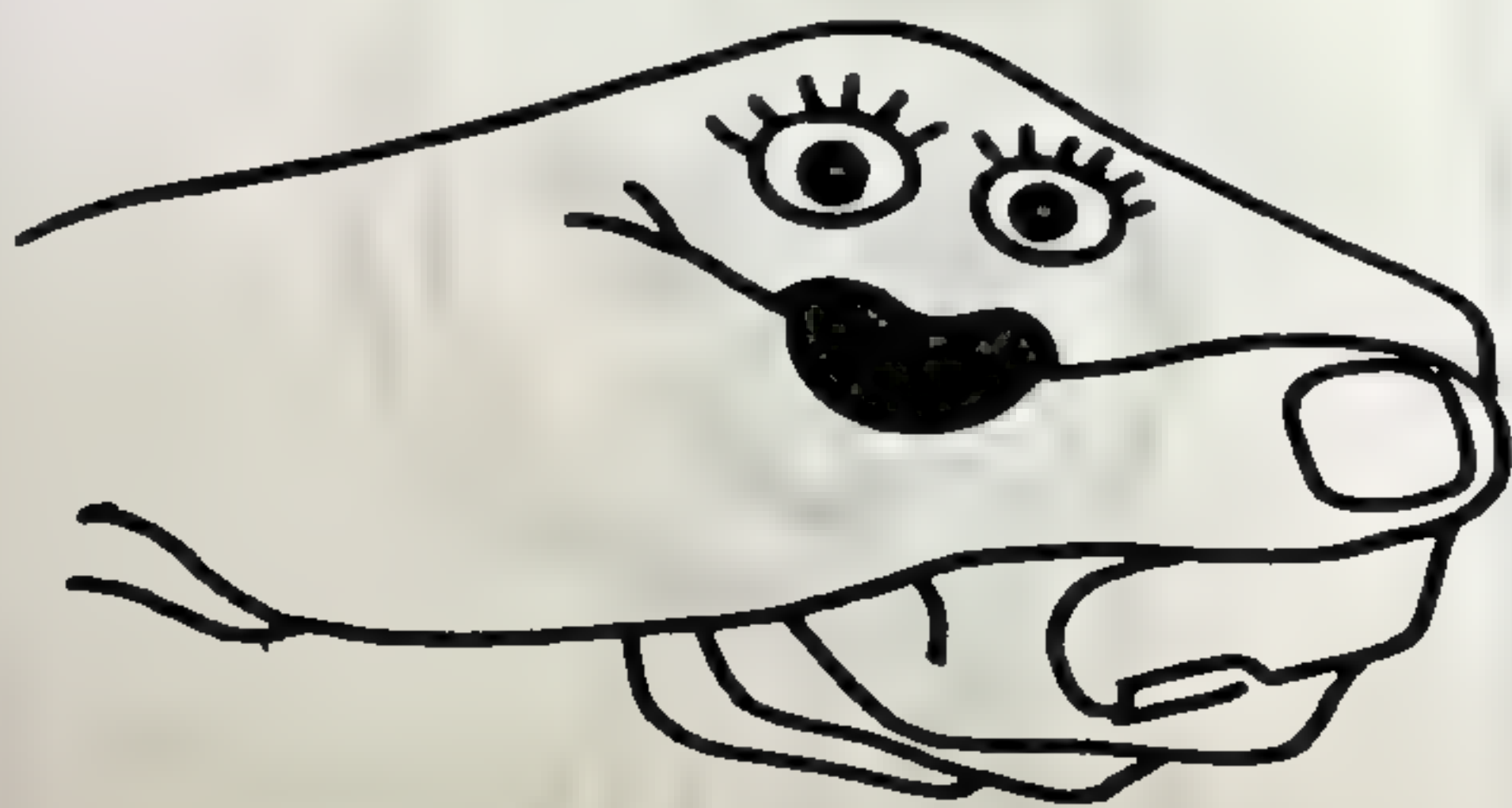
PALM PUPPETS

Draw face on palm of hand.
Be sure to draw eyes on one of the
palm lines so that the wrinkle will look
like eyes closing when the hand closes.



THUMB AND INDEX-FINGER PUPPET

Draw face (with lips on thumb and index
finger).
Manipulate thumb.



FINGER-RING PUPPETS

Make faces from paper or cardboard.
Attach to elastic or paper band to fit
fingers.



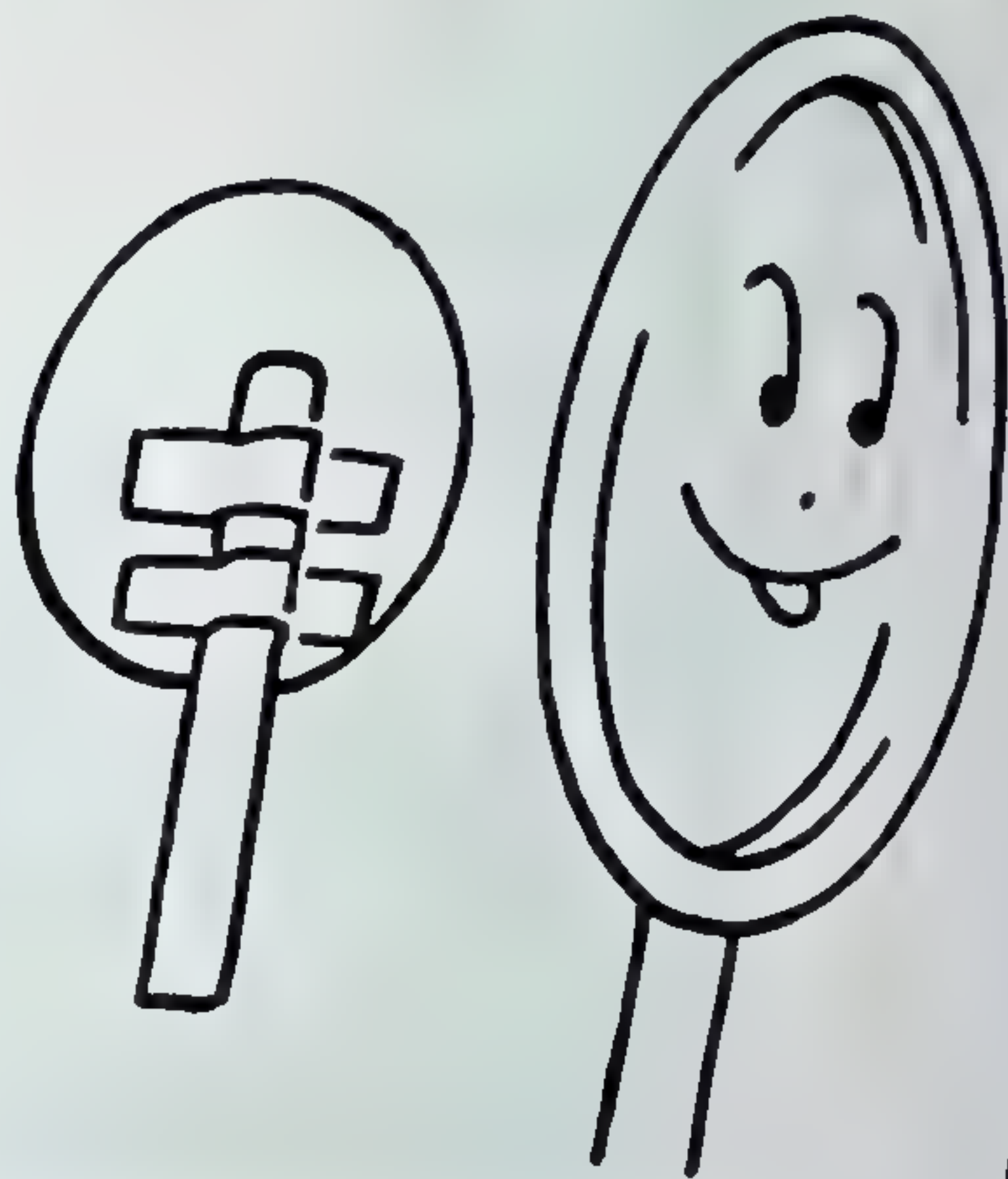
TINY BAG PUPPET

Draw a face on a tiny paper bag.
Cut a hole for a finger nose.
Your thumb and middle finger become
arms.



PAPER-PLATE PUPPET

Draw a face on paper plate.
Attach stick to back of plate with tape or
thumbtacks.



PAPER-BAG PUPPET

Draw a face on the bottom of the bag,
placing part of the mouth on lower edge.
Continue inside of mouth on fold and
onto the side of the bag.



STUFFED PAPER-BAG PUPPET

Stuff a paper bag with newspaper.
Slip a stick or paper-towel roll into the
paper bag.
Tie the bag at the neck with string or
use a rubber band.



BALL PUPPET

Make a hole in the ball (tennis, rubber, or Styrofoam) the size of finger.
Glue buttons for eyes, yarn for hair, etc.
Or use felt-tip marker.
Push a handkerchief into the hole with finger.



PATTERN PUPPET

Cut out two pieces of cloth, as in this drawing.

Sew together, leaving an opening for the hand.

Draw in face and add buttons.



STICK PUPPET

Find a magazine picture of someone standing up.

Paste onto cardboard and cut out.

Attach to stick or ruler with masking tape.



NYLON-STOCKING PUPPET

Stuff toe of stocking with rags.

Add a stick to the toe.

Use a rubber band or string for the neck.



SOCK PUPPET

Fill a sock with rags.
Stick a ruler into sock.
Keep secure with a rubber band or string.



SOCK PUPPET

Stuff bottom of sock.
Tie heel and toe with string or rubber band.
Insert ruler into heel.



SPOOL OR DARNING-THREAD PUPPET

Insert stick or rod through hole of spool.
Cover with handkerchief.
Tie with string or use rubber band at neck.



CLOTHES PIN PUPPET

Draw face and clothing on clothes pin or use scraps of cloth for clothing.



TUBE PUPPET

Use a toilet-tissue tube for the body and a popsicle stick (with tape inside) for handle.
Draw a face if you wish.



FINGER PUPPET

Draw a head or cut one out from a magazine.

Paste head onto cardboard and cut it out.

Attach to finger with string or rubber band.

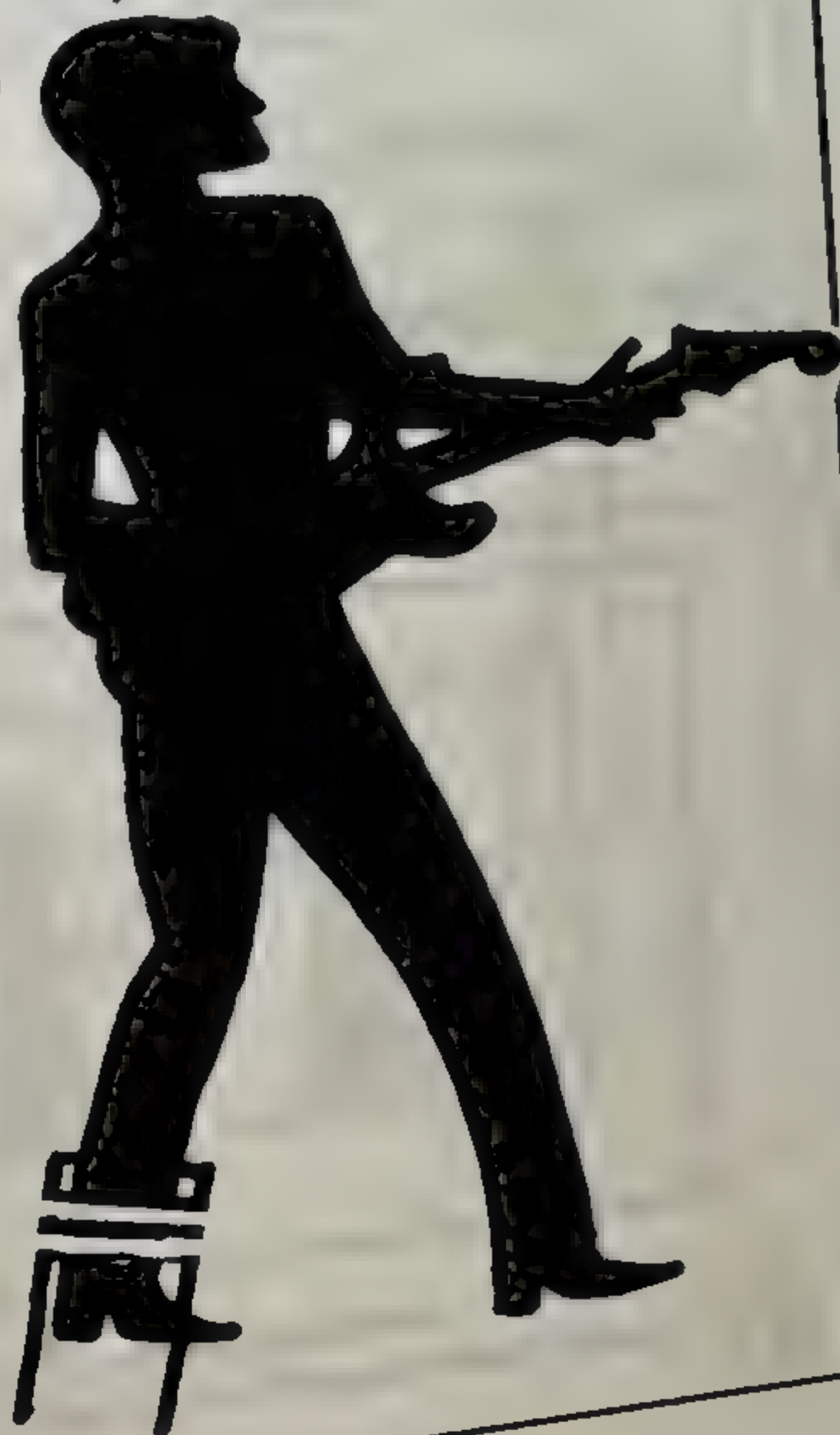


PICTURE PUPPET

Draw a character or cut one out from a magazine.

Paste picture onto cardboard.

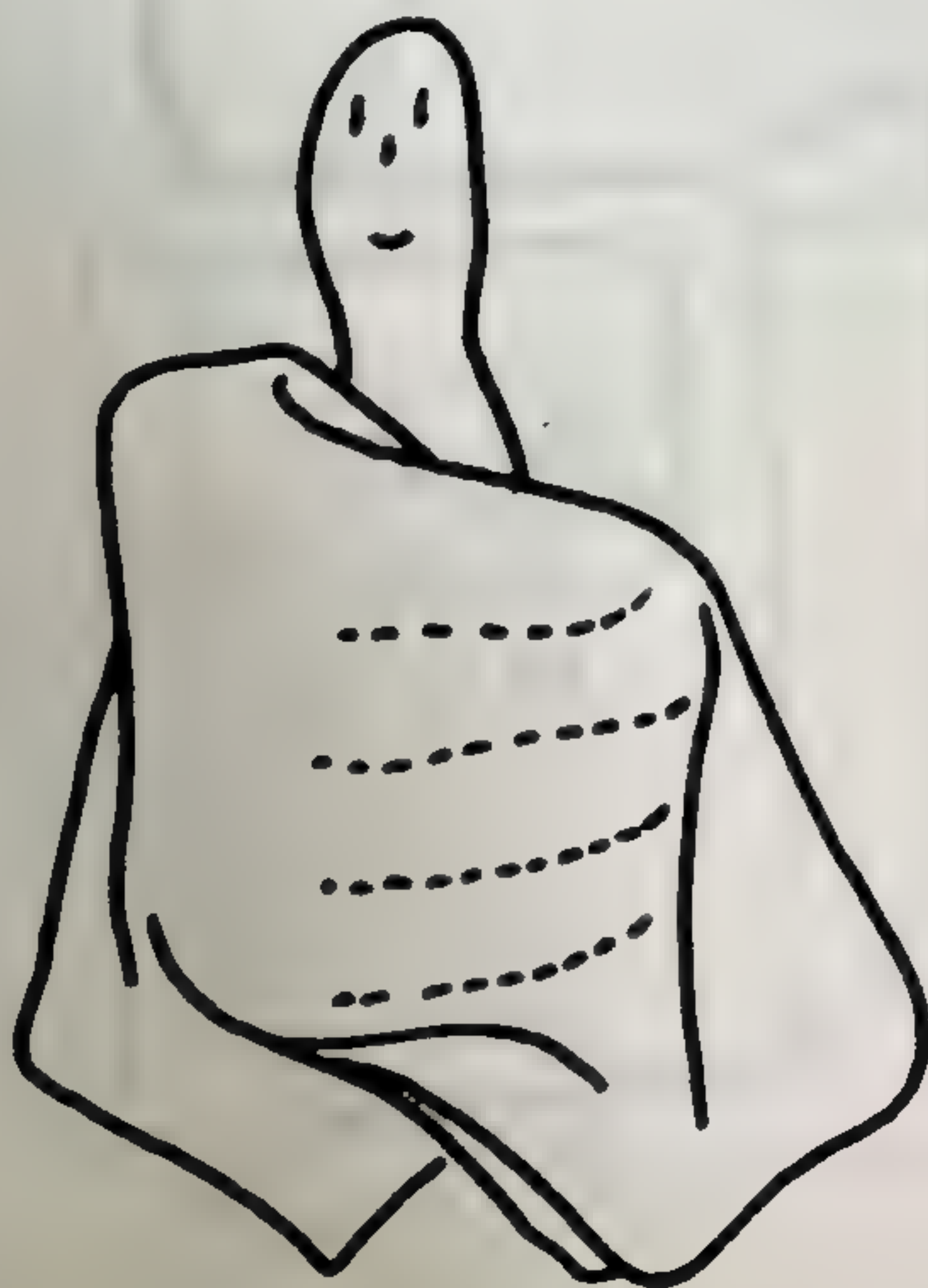
Attach to tongue depressor with masking tape, thumbtack, or stapler.



THUMB PUPPET

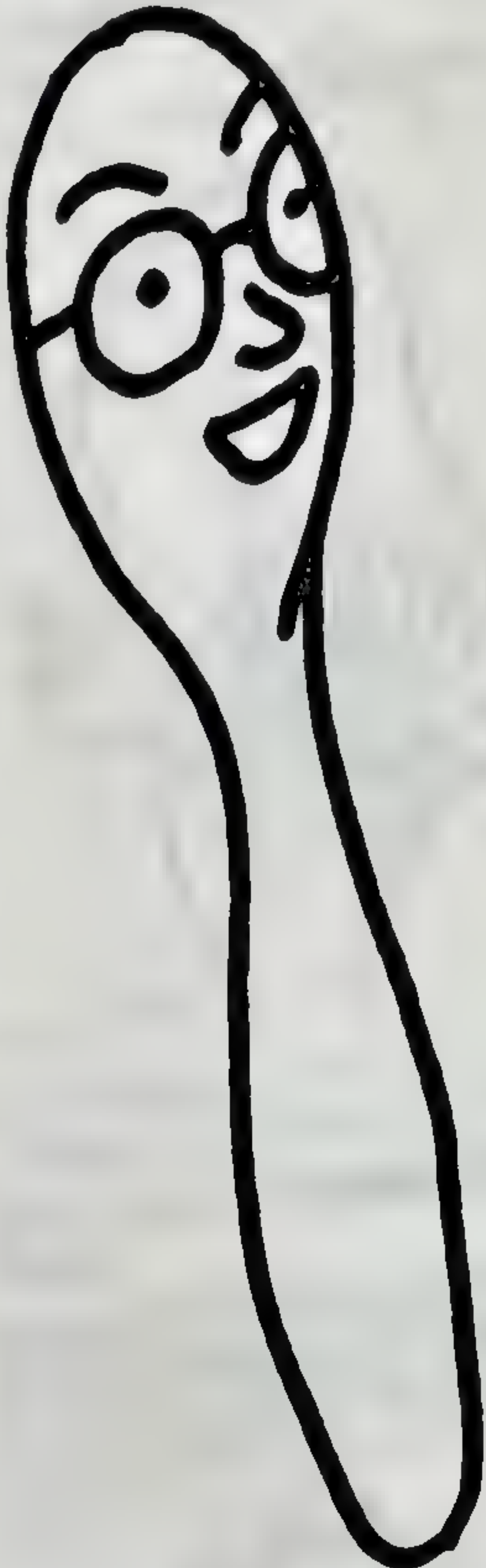
Wrap a handkerchief around hand and four fingers, excluding the thumb.

Draw a face on thumb.



WOODEN-SPOON PUPPET

Put on a face.



WINDOW STAGE

Puppets can be worked on a window sill.

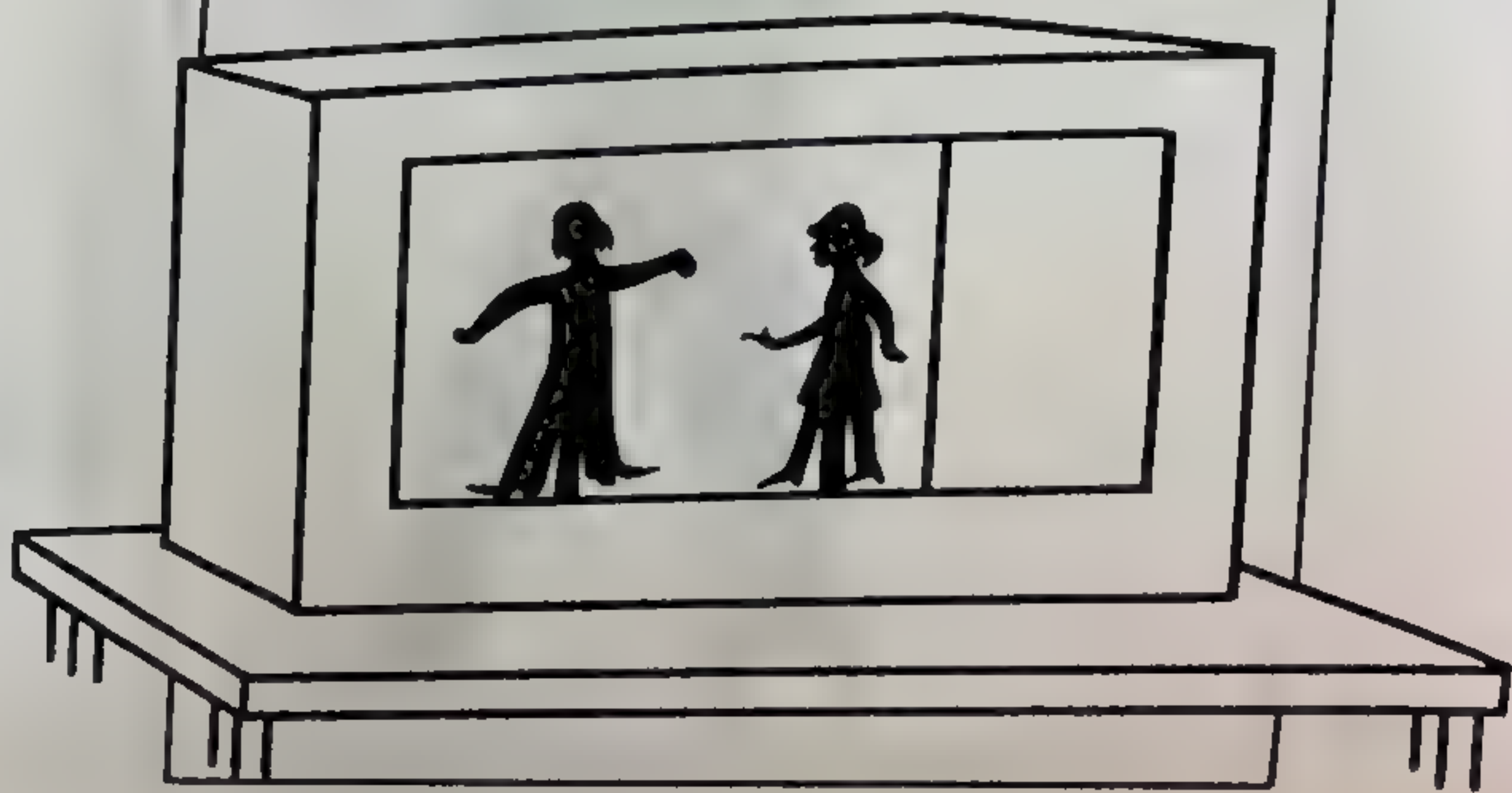


Or put a cloth across the window.
Work puppets from behind cloth.



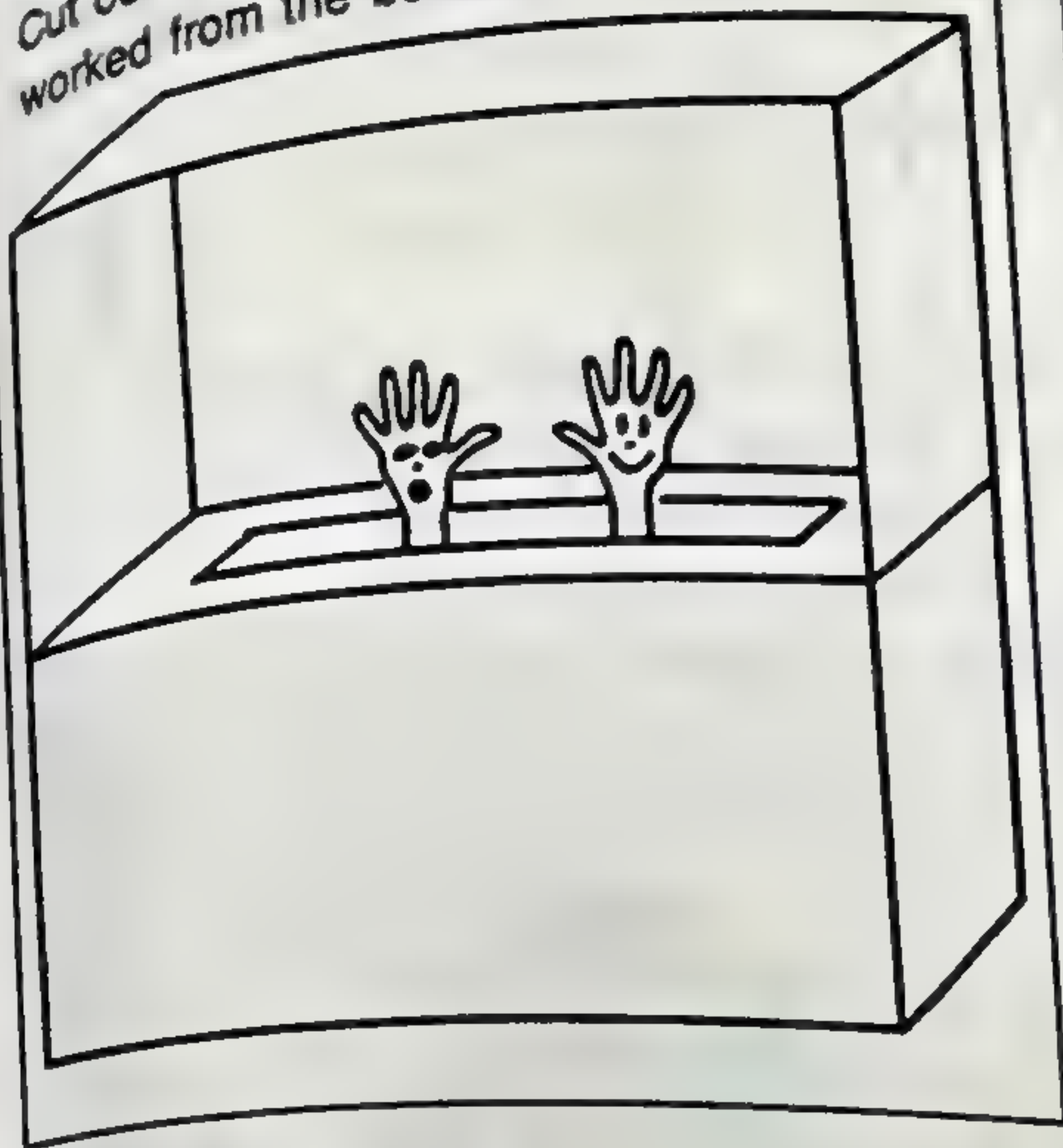
BOX STAGE

Cut out back and front of box.
Put on table.



TWO-BOX STAGE

Set one box on top of another.
Have the side of one open for viewing.
Cut out slot so that puppet can be worked from the bottom.



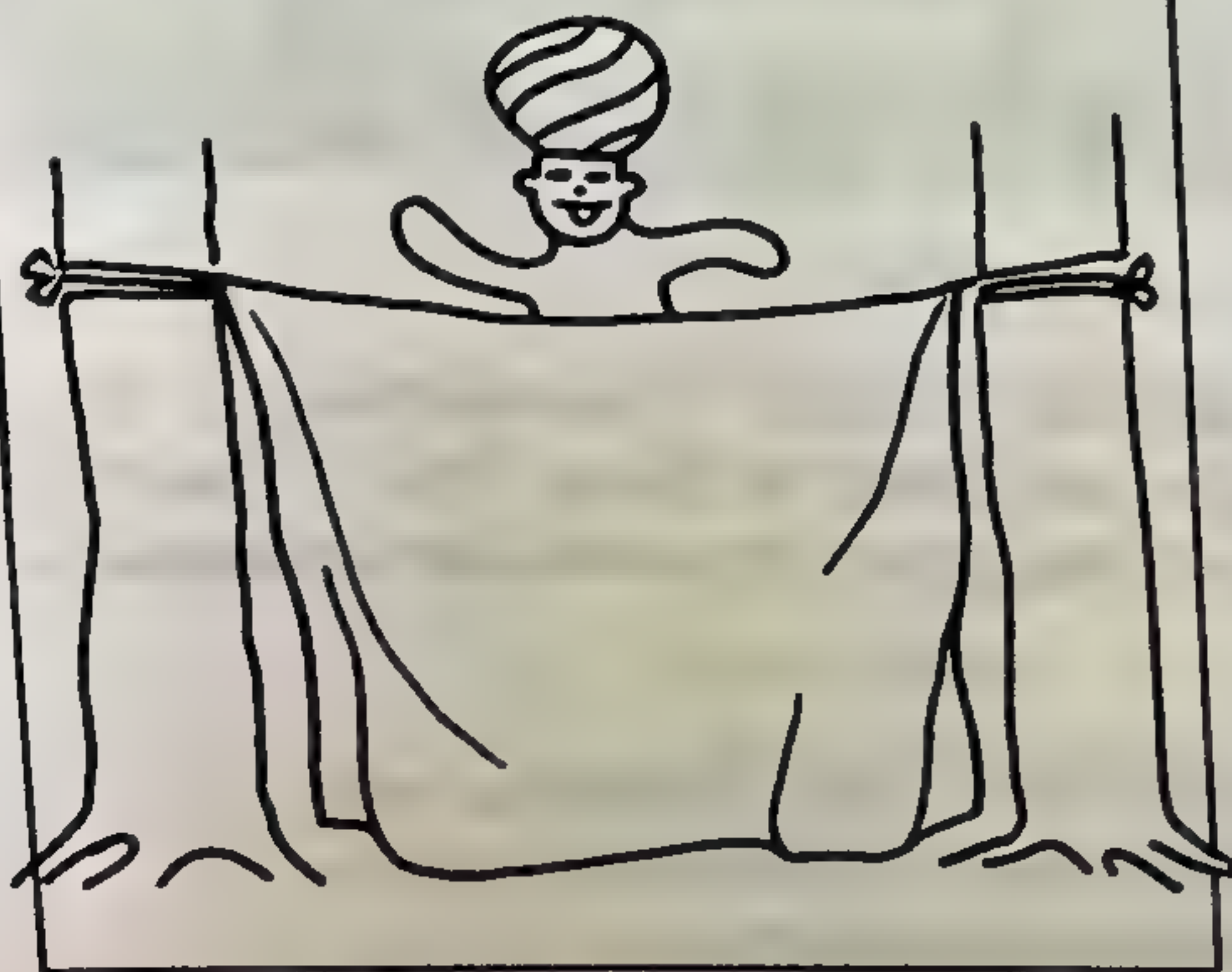
DOORWAY STAGE

Attach sheet, curtain, or blanket to doorway.



POST OR TREE STAGE

Tie rope to two posts or trees.
Suspend sheet, curtain, or blanket from rope.



BIG CARTON STAGE

Remove one side of carton.
Cut out hole for stage.
Set on floor.

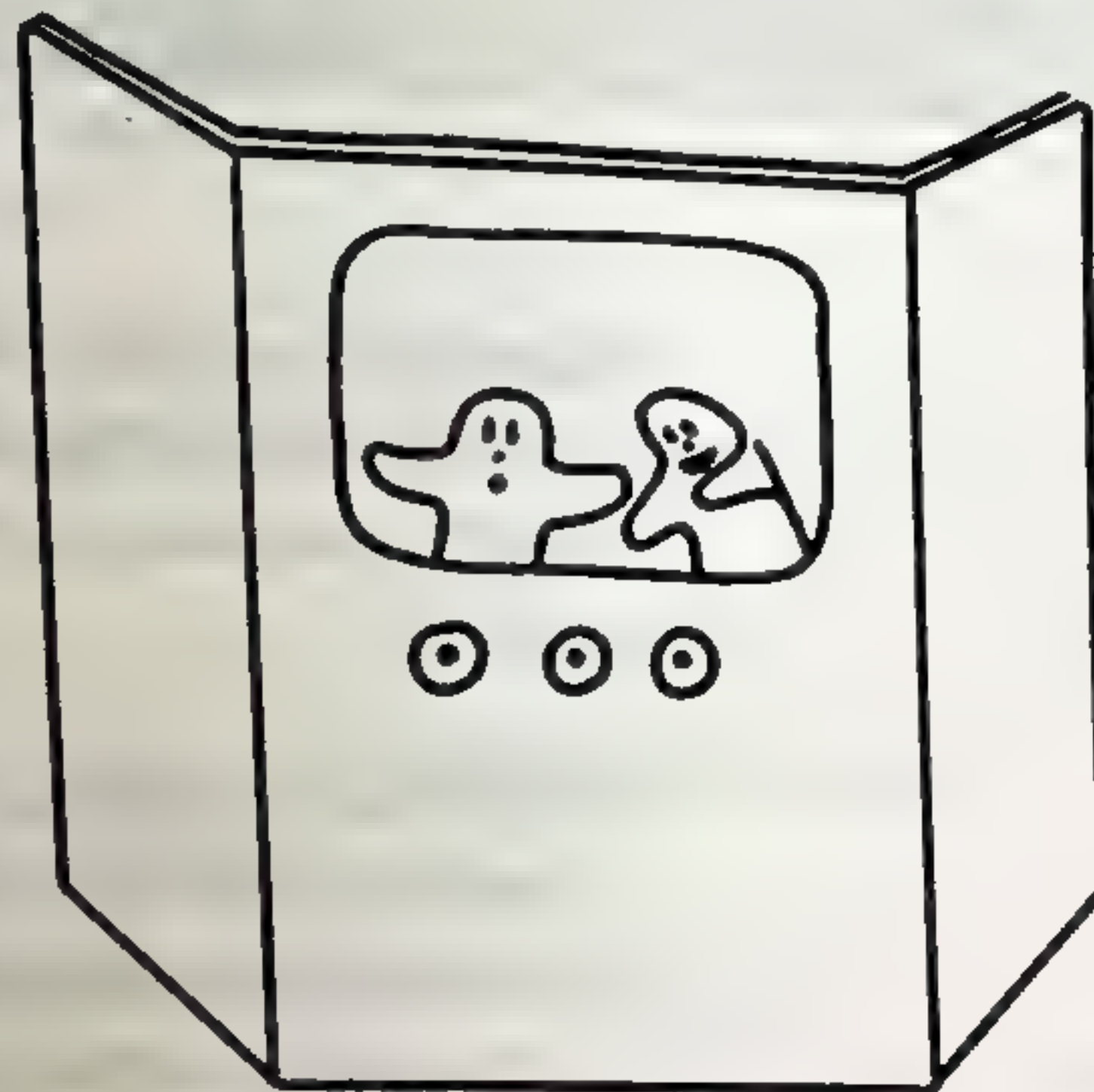


TABLE STAGE

Have table in usual upright position. Cover one side with sheet, blanket, or large towel.



ANOTHER TABLE STAGE

Turn table on its side.



SHADOW THEATER

It takes just a couple of minutes to set up a shadow theater. Tie a sheet across a doorway or some kind of posts. Put a bare light *behind* the object you want silhouetted. This will cast a shadow on the sheet.

- Stick two fingers up and you will have a rabbit's head.
- Hold out your arm and two fingers and you will have a crocodile that can open and close its mouth.
- If you go far away from the sheet, you can be an elf. If you go close to the sheet, you can be a giant.
- Do you want to have a boxing match? Get a friend and shadow-box with each other. (But you must make sure to moan and groan at the right time !)

Fairy Tales for Puppets

Fathers, mothers, grandparents, and (yes !) great-grandparents —and onward, perhaps to the highest ranks of science, mathematics, and philosophy.

You can find all these generations-old, tell-me-again stories in libraries. They can be read for pleasure and/or reread with the idea of making up a puppet play. It really won't be necessary to memorize parts. Just watch how the children will make up the parts as they go along.

THE THREE BEARS

CINDERELLA

JACK AND THE BEANSTALK

PETER RABBIT

RUMPELSTILTSKIN

THE PRINCESS AND THE PEA

THE EMPEROR'S NEW CLOTHES

SLEEPING BEAUTY

SNOW WHITE AND THE SEVEN DWARFS

THE UGLY DUCKLING

HENNY PENNY

HANSEL AND GRETEL

THE GINGERBREAD BOY

LITTLE RED RIDING HOOD

THE ELVES AND THE SHOEMAKER

TOM THUMB

PINOCCHIO

THE LITTLE RED HEN AND THE GRAIN OF WHEAT

THREE BILLY GOATS GRUFF

SNOW WHITE AND ROSE RED

Aesop's Fables for Puppets

The combination of Aesop's fables and lively puppets is made to order for moral training.

Of course, we know that animals don't talk the way we do, but Aesop, a wise old man who lived over twenty-five hundred years ago, tried to teach "lessons" by using animals.

For example, when he wanted to talk about a king's cruelty to a slave, he wrote about a lion (instead of a king).

THE BOY AND THE NUTS

MORAL: Don't be greedy.

BOY: Mother, may I have some nuts?

MOTHER: Yes, Son. *(Boy puts hand in jar and grabs a whole fistful of nuts.)*

BOY: Oh, Mother, Mother. I can't get my hand out! *(Boy pulls and pulls, but can't get his hand out.)*

MOTHER: Let some of the nuts go. Then you will be able to get your hand through.

BOY: No! No! I want all the nuts. What a mean old jar! *(Cries.)*

MOTHER: No, Son. It's not the jar's fault. If you take so many nuts at one time, you won't be able to get your hand out. If you were not greedy and just took a few at a time, you could get your hand out with no trouble at all.

THE GRASSHOPPER AND THE ANTS

MORAL: You can't play all the time; sometimes you have to work.

ANT: *Drags along a big chunk of food.*

GRASSHOPPER: Oh, I'm so hungry. Can I have some of your food?

ANT: Why do you come to me for food? What were you doing all summer?

GRASSHOPPER: Oh, I had such a wonderful time. I sang and sang and sang—all the time.

ANT: I worked and I worked and I worked—all the time. Now I have lots of food for the winter. Too bad for you. Now you will have to go without food.

THE SHEPHERD AND THE WOLF

MORAL: If you lie, people will not believe you when you tell the truth.

The SHEPHERD BOY wants to play a joke on the village people while he is watching the sheep.

SHEPHERD BOY: Wolf ! Wolf !
Village people run in to help.

PEOPLE: There is no wolf here. Let us go back.
They go back.

SHEPHERD BOY: Wolf ! Wolf !
Village people run in to help.

PEOPLE : There is no wolf here. Let us go back. *(They go back.)*
A real wolf comes and attacks sheep.

SHEPHERD BOY: Wolf ! Wolf ! Wolf ! Wolf !
The village people do not come.

THE CAT AND THE MICE

MORAL: It's easy to think of a plan. But can you carry the plan out?

MOUSE 1: That cat worries me.

MOUSE 2: That cat worries me too.

MOUSE 1: What do you think we can do about it?

MOUSE 2: Let's tie a bell around her neck. Then we will know when she is coming. Then we can all run home.

MOUSE 1: Yes, that's a great idea.

MOUSE 2: It's a great idea all right. But which one of us will put the bell around the cat's neck?

THE MILKMAID AND HER PAIL

MORAL: Don't count your chickens before they're hatched.

MILKMAID: *Carries a pail of milk on her head and dreams about what she will do with the money she will make when she sells it.*

MILKMAID: I shall churn the milk into butter.
Then I shall sell the butter and buy some eggs.
The eggs will hatch and I will have some chicks.
When the chicks are a good size, I shall sell them.
With the money, I shall buy a new dress. And all the boys will fall in love with me. But I shall say, "Pooh ! Pooh !"

As the milkmaid says this, she tosses her head, and the pail of milk falls to the ground.

Pretend Stories for Puppets

Puppets can make self-conscious children forget themselves, ^{limber} up a bit, and start to chatter away with little or no inhibition.

Tensions that could have built up into explosions can be headed off by puppets. (A little "puppet therapy"—I see it so often and yet cannot explain the "why" of it.)

Try a spur-of-the-moment story and see what happens at these places:

- AT THE LAUNDROMAT
- ON A RAFT
- WAITING FOR A BUS
- AT THE DENTIST'S OFFICE
- AT THE NORTH POLE
- ON TOP OF A MOUNTAIN
- IN A CAVE
- RIDING A CAMEL
- IN AN ELEVATOR
- AT THE CHECK-OUT COUNTER
- AT THE ZOO
- IN A SUBMARINE
- ON THE ESCALATOR
- SITTING ON THE PORCH
- IN A HELICOPTER
- AT THE BARBERSHOP
- IN A LIGHTHOUSE
- IN A LITTLE FAR-OFF VILLAGE
- AT THE ROAD STAND
- AT AN AUCTION SALE

Jokes for Puppets

Just about everybody has a funny bone. You might care to try having some lively puppet tickle it with some of these familiar silly jokes.

PUPPET 1: If an apple a day keeps the doctor away, what does an onion do?

PUPPET 2: Keeps everyone away.
* * *

PUPPET 1: Do you file your nails?

PUPPET 2: No. I just cut them off and throw them away.
* * *

PUPPET 1: What is the best way to get to the hospital?

PUPPET 2: Stand in the middle of traffic.
* * *

PUPPET 1: Why did Miss Muffet need a road map?

PUPPET 2: Because she lost her whey (way).
* * *

PUPPET 1: Do you like homework?

PUPPET 2: I like "nothing" better.
* * *

PUPPET 1: If a fly got caught in a pitcher of honey, how would it get out?

PUPPET 2: I don't know. I'm stuck.

PUPPET 1: So's the fly!
* * *

PUPPET 1: *Cries loudly.*

PUPPET 2: Why are you crying?

PUPPET 1: I lost my dog.

PUPPET 2: Did you put a "lost dog" ad in the paper?

PUPPET 1: No. It wouldn't do any good. My dog can't read.

PUPPET 1: What's the hardest thing about learning to roller skate?

PUPPET 2: The floor.
* * *

PUPPET 1: Use the word "tackle" in a sentence.

PUPPET 2: Anyone who sits on a "tackle" (tack will) be sorry.
* * *

PUPPET 1: You have a nice dog. What's her name?

PUPPET 2: Ginger.

PUPPET 1: What does Ginger do?

PUPPET 2: Ginger snaps.
* * *

PUPPET 1: Did you ever hear of the rope joke?

PUPPET 2: No.

PUPPET 1: Skip it.
* * *

PUPPET 1: (SALESMAN) Good morning. Can I help you?

PUPPET 2: I would like to buy a puppy.

PUPPET 1: Good.

PUPPET 2: How much are they?

PUPPET 1: Ten dollars apiece.

PUPPET 2: I don't want to buy a piece of puppy. I want to buy a whole one.
* * *

PUPPET 1: Use the word "barrel" in a sentence.

PUPPET 2: Run or the "barrel" (bear will) bite you.

Riddles for Puppets

There are some ageless riddles.

Some are so old, nobody knows who made them up !

Some are just for ordinary children who might be wrigglers.

Some are for those who are a little slow at "getting started."

Some for those who may be a little awkward.

Some are for those who are sometimes uncooperative and those who are sometimes overly aggressive.

And some are for all of those who just don't seem to fit into the general pattern of things and are a little bit apathetic about learning.

For these children, let their puppets tell riddles. Here are some favorites:

RIDDLE

ANSWER

What is the difference between an old dime and a new nickel?

Five cents.

Why does the chicken cross the road?

To get to the other side.

What do hippopotamuses have that no other animals have?

Little hippopotamuses.

What has four legs but only one foot?

A bed.

Why do birds fly south for the winter?

Because they can't walk.

When a boy falls into the water, what is the first thing he does?

He gets wet.

Two boys and a girl are under one umbrella but none of them gets wet. Why not?

It isn't raining.

The more you take away from me, the bigger I become. What am I?

A hole.

What is filled every morning and emptied every night?

A shoe.

How do you know the elephant will stay for a long time when he comes to visit?

He brings his trunk.

What is a kitten after it is four days old?

Five days old.

How long is a shoe?

1 foot long.

What letter can sting?

B (bee).

RIDDLE

- When the clock strikes 13, what time is it?
- Which flowers do you wear all year around?
- What is it that is full of holes and yet holds water?
- What has a face and hands but no body or legs?
- What travels all over and still stays in one corner?
- What gets wetter as it dries?
- Why does a donkey go over the mountain?
- What did the earth say when it rained?
- What did one wall say to the other wall?
- What did the carpet say to the floor?
- What is it that goes up and never goes down?
- What can be heard but never seen?
- What is the longest word in the English language?
- When do 2 and 2 make more than 4?
- What makes more noise than a pig stuck in a fence?
- As I was going to St. Ives
I met a man with seven wives.
Each wife had seven sacks,
Each sack had seven cats,
Each cat had seven kits.
Kits, cats, sacks, wives,
How many were going to St. Ives?
- Which animal cannot tell the truth?
- What has arms and legs but no head?

ANSWER

- Time to have the clock repaired.
- Tulips (two lips).
- A sponge.
- A clock.
- A postage stamp.
- A towel.
- Because he can't go under it.
- "If this keeps up, my name is mud."
- "Meet you at the corner."
- "I've got you covered."
- Your age.
- A song.
- "Smiles." There is a mile between the first and last letter.
- When they make 22.
- Two pigs stuck in a fence.
- Only one. The seven wives were going in the other direction.
- Lion (lyin').
- A chair.

Nursery Rhymes for Puppets

Did you ever stop to think how terribly nonsensical some of the old nursery rhymes are? And yet their words and catchy rhythms, repeated over and over again, have made marks on people's minds that have lasted for generations.

Bouncy puppets have a special genius for acting out these nursery rhymes.

See how good the audience is at guessing which rhyme the puppet is doing:

HUMPTY DUMPTY
JACK BE NIMBLE
LITTLE JACK HORNER
JACK AND JILL
LITTLE BOY BLUE
LITTLE BO PEEP
DING-DONG BELL
BAA, BAA, BLACK SHEEP
SEESAW MARGERY DAW
MARY HAD A LITTLE LAMB
HEY DIDDLE DIDDLE
HICKORY DICKORY DOCK
SING A SONG OF SIXPENCE
LITTLE TOMMY TUCKER
JACK SPRAT COULD EAT NO FAT
DEEDLE, DEEDLE DUMPLING, MY SON, JOHN
SIMPLE SIMON

Teaching Lessons for Puppets

Even though puppets are mostly comedians, they do enjoy helping out parents and teachers who think children need to learn important "lessons."

See how a totally uninterested child will perk up and want to rush to brush his or her teeth just because "Jocko said to." Long-winded advice, bribes, or threats often cannot do as effective a job !

In addition, there are always those children who resent such questions from adults as "Did you wash your neck today?" A happy, lighthearted puppet could ask this question and receive a reasonable response !

Some lessons could include a scene at the breakfast table gives practice in the use of "please." No one will mind too much if one puppet gives another one a bop on the head when it forgets to use "please" when asking for another piece of toast.

Emma sees smoke coming from the kitchen. What does she do?

Mary is playing outside. A stranger asks her to go for a walk with him. What should she do?

A new child moves onto the block. Show some ways to make her feel welcome and comfortable.

Other lesson topics could include:

don't be a litterbug
saving energy
helping at home
haste makes waste
good sportsmanship
great leaders
respect for adults and elderly
moral education

first aid
nutrition
meaning of holidays
ways to be a good citizen
respect for differences among people
kindness to animals
exercise and care of body
abuse of drugs

Folk Songs for Puppets

Puppets are superb directors for "sing-a-longs," especially if the song suggests some action. You see, puppets are amazingly versatile, being able to

row boats
ride ponies
or climb mountains, etc.

Try any one of these songs.

THE FARMER IN THE DELL
LONDON BRIDGE
ROW, ROW, ROW YOUR BOAT
SKIP TO MY LOU
OLD MACDONALD HAD A FARM
CLEMENTINE
FIDDLE DEE DEE
THE BLUE-TAIL FLY
HE'S GOT THE WHOLE WORLD IN HIS HANDS
FRÈRE JACQUES (ARE YOU SLEEPING?)
IF YOU'RE HAPPY AND YOU KNOW IT
SWEET BETSY FROM PIKE
SHE'LL BE COMIN' ROUND THE MOUNTAIN
ON TOP OF OLD SMOKY
YANKEE DOODLE
DOWN IN THE VALLEY
JIMMY CRACKED CORN
PAW PAW PATCH
BILLY BOY
GO ROUND AND ROUND THE VILLAGE

Don't forget that puppets are also good at leading rounds! "Are You Sleeping?" "Row, Row, Row Your Boat," etc.

Dancing for Puppets

Puppets are excellent dancers too.

Watch them whirl, leap, and fly through the air.

Notice, too, the magnificent sweeping grand bows they make when they are done.

You might consider having the dances synchronized with music tapes, the radio, or the record player.

Do you have any classical records? If you do, you're in luck, because many of them are wonderful for puppets to dance to.

(Here's a very special tip if you want some extra chuckles for your audience: play the record in slow motion !)

Here are some charming, dramatically easy-to-dance-to ones:

NUTCRACKER SUITE by Tschaikowsky
TOY SYMPHONY by Haydn
THE BUTTERFLY DANCE by Grieg
ANVIL CHORUS (from *Il Trovatore*) by Verdi
MARCH OF THE TOYS by Herbert
PARADE OF THE WOODEN SOLDIERS by Jessel
MARCHE MILITAIRE by Schubert
TOREADOR SONG (from *Carmen*) by Bizet
INVITATION TO THE DANCE by Weber
HALL OF THE MOUNTAIN KING by Grieg
FUNERAL MARCH OF A MARIONETTE by Gounod
ANITRA'S DANCE by Grieg
WALTZING DOLL by Saint-Saëns
SCARF DANCE by Chaminade

READING

Some Comments About the Matter of Reading

My experience convinces me that most parents really do want their children to learn to read and that most children start school eager for this. Yet, somewhere along the line something at times goes wrong and interest starts to wane.

I am convinced that children can become interested in reading and want to learn to read when reading is important and relevant to their lives—*NOW*.

When you stop to think about it, children really aren't much different from us adults—when we *want* to do a thing, we usually can do it better and faster. Whether it is to learn to play the piano, learn a second language for a trip we are going to take, or learn to bake bread.

We know these things about ourselves, but sometimes when we deal with children, we forget and the motivation becomes *"DO IT BECAUSE IT'S GOOD FOR YOU!"*

Sometimes it is important for us to stop and ask ourselves:

- Do our children see that reading is important to our lives?
- Do they see that when we want to relax, we choose to pick up a book to read?
- Do they see us bringing along a book to read on the bus or the plane or when we have to wait at the dentist's office?
- Do they see us willingly look up a word in the dictionary? Or look up material in an encyclopedia?
- Do they see us going to the library, and do we take the children along with us?
- Do we have a special time (perhaps before bedtime) just for reading? Laps are wonderful for listening on, and so is sprawling out on the living-room floor—both ideal spots for squeezing in another "any old time" story during the day.

Any adult who wants to whet children's appetites and lure them to enjoy the printed word may deliberately spread open the newspaper and let the children see him or her enjoying the reading. Perhaps you could share discussion on important events:

the weather report,
the comics,

some sports events,
the advertisements, etc.

ATTITUDES CAN BE VERY CONTAGIOUS!

"Wait till you get to school!" Have you ever heard an adult say this to a child when he or she asks a question that has to do with reading? It can be very discouraging when a curious child is rebuffed this way. Wanting to read is a big chunk of the whole reading process. And this can be developed long before school starts.

Try a family newspaper. Even if a child does not know how to write, material can be dictated to you or an older sister or brother. The main thing is that the child "see" the importance of the printed word.

FAMILY NEWSPAPER

THE LEWIS FAMILY NEWSPAPER

Sunny ☀

MARCH

1¢ cost

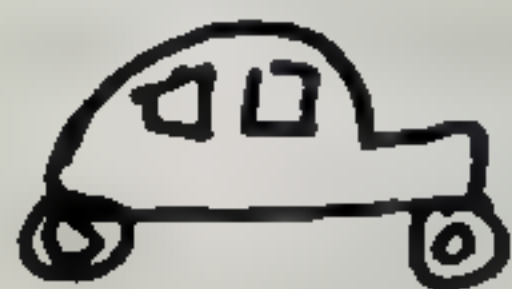
Goldy (our goldfish) died on March 6. She was sick.



Mom and Dad are painting the house. It is green color.



Aunt ELLA got a new car. It is a VW. It is red. She took us for a ride in it.


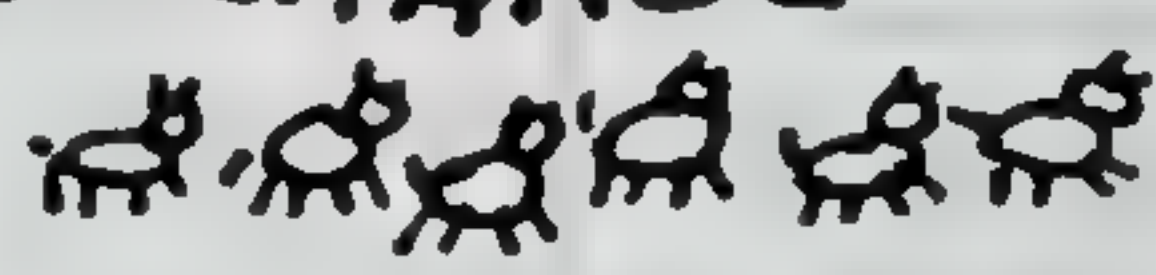
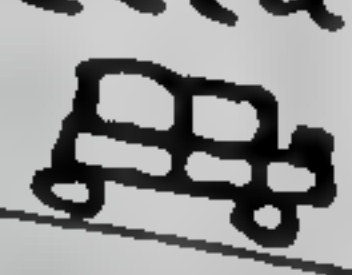






GRANDMA IS GOING TO NIGHT SCHOOL! She is going to learn auto fixing so she can fix her car herself. Hurraay for GRANDMA!!

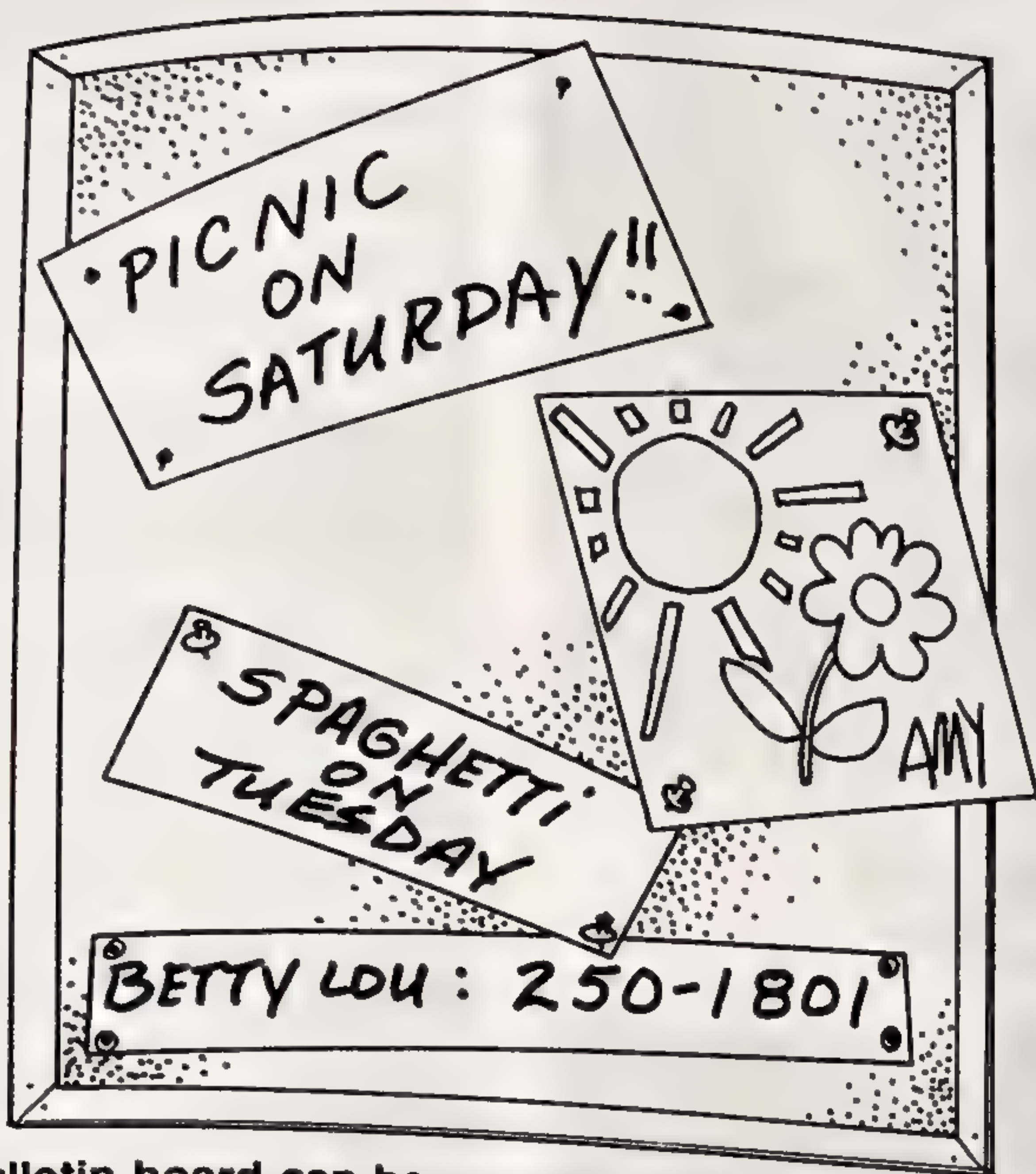
STAFF

Gloria Harris

News can include original favorite poems, jokes, songs, coming events, etc.


STREET MADISON MONTHLY NEWS		
	DECEMBER	COST: FREE
<p>The Jones family (24 Madison, rear) wishes to report that they got a new baby. Her name is Sharon. Sharon was born on December 7. She weighs 7 pon pounds.</p> <p>CONGRATULATIONS </p>	<p><u>KITTENS</u>- HOME WANTED for 6 kittens born to the Lehman family. NO CHARGE </p>	<p>Ride Needed ~~~~~ Mr. Roy Clark on 78 Madison (upper str flat) is looking for someone who drives downtown daily - about 8:30 AM. Will pitch in for gas. Much appreciated </p>
<p>GARAGE SALE The Burnetts on 40 Madison are having a big garage sale on Dec. 4 COME ONE- COME ALL. Everything cheap.  hh  </p>	<p>SPECIAL ! Anyone who wants to pitch in to buy  tulips for the island on our street: Contact Mrs. Jennifer Baldwin 834-9178 (between 6-8 pm)</p>	<p>Editor JUDY MASON 18 Madison Street</p>

You might want to encourage a monthly street newspaper like Judy's.



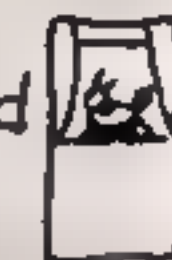
A family bulletin board can be mounted on the wall near the kitchen table. This makes it very handy to be seen all the time and to be changed from time to time.


Diary of My Cat Tammy

July 7 Mom took me to the S. B. C. A. to get my birthday present. I got a cat. She is black and ~~white~~ white. Her name is Tammy 

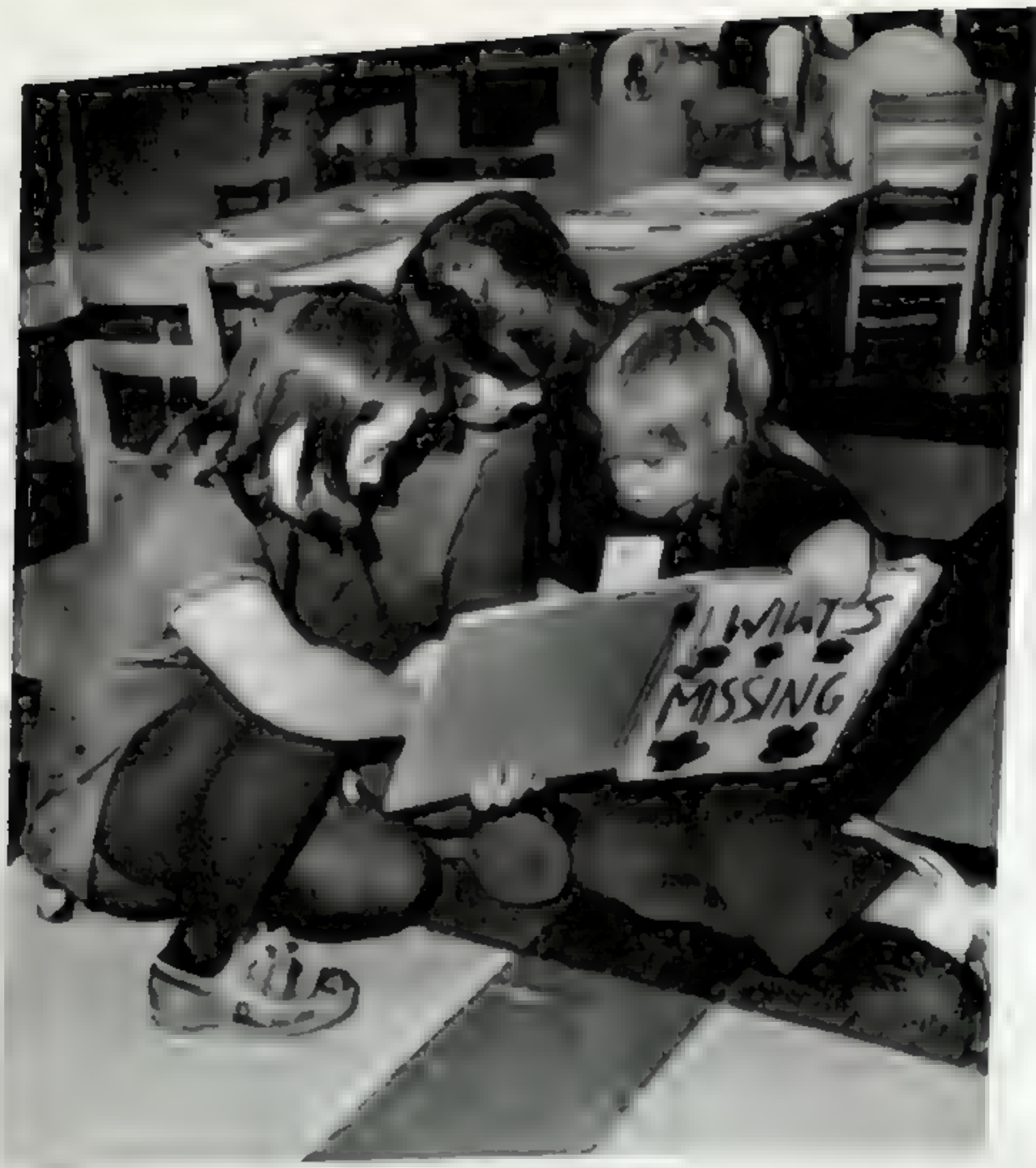
July 8 Tammy likes to ~~per~~ perch. Tammy likes milk.

July 9 Today Tammy got a ~~new~~ mouse yuck! 

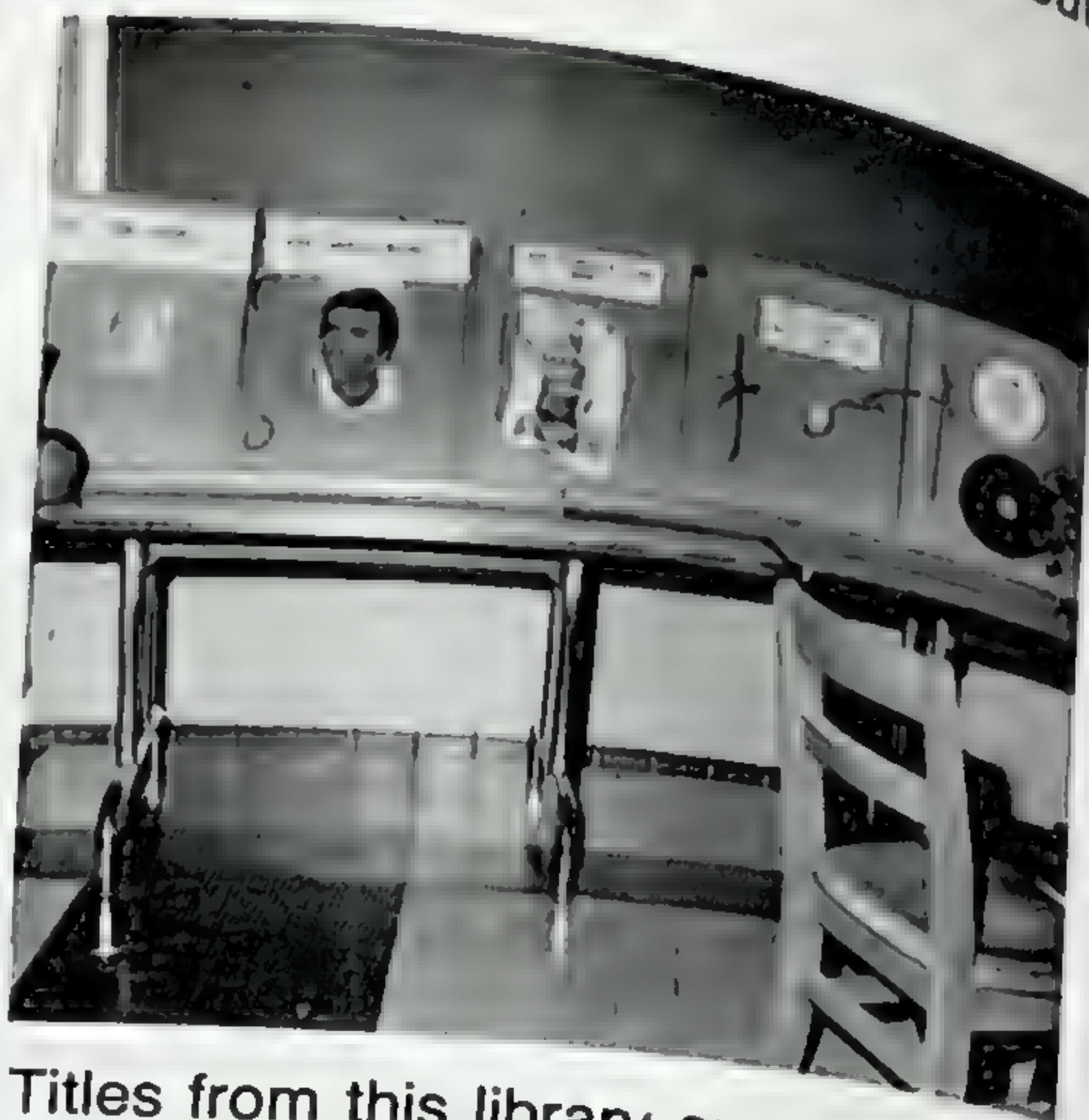
July 10 Tammy likes to jump. She jumped up to the window sill. and down. 

July 12 Tammy wants to get the bird that lives by our tree. I hope ^{she} does not. 

A diary can motivate interest in the printed word too.



Try luring your child into the reading habit by making your own books. It isn't hard to do really, because when your books are custom-made, they are *yours* and the things *you* chose to write about. And children like this.



Titles from this library are:

THE SAD BOOK
THE HAPPY BOOK
THE THINGS I LIKE BOOK
THE THINGS I DON'T LIKE BOOK
THE ROUND BOOK

Which do you feel like reading today?



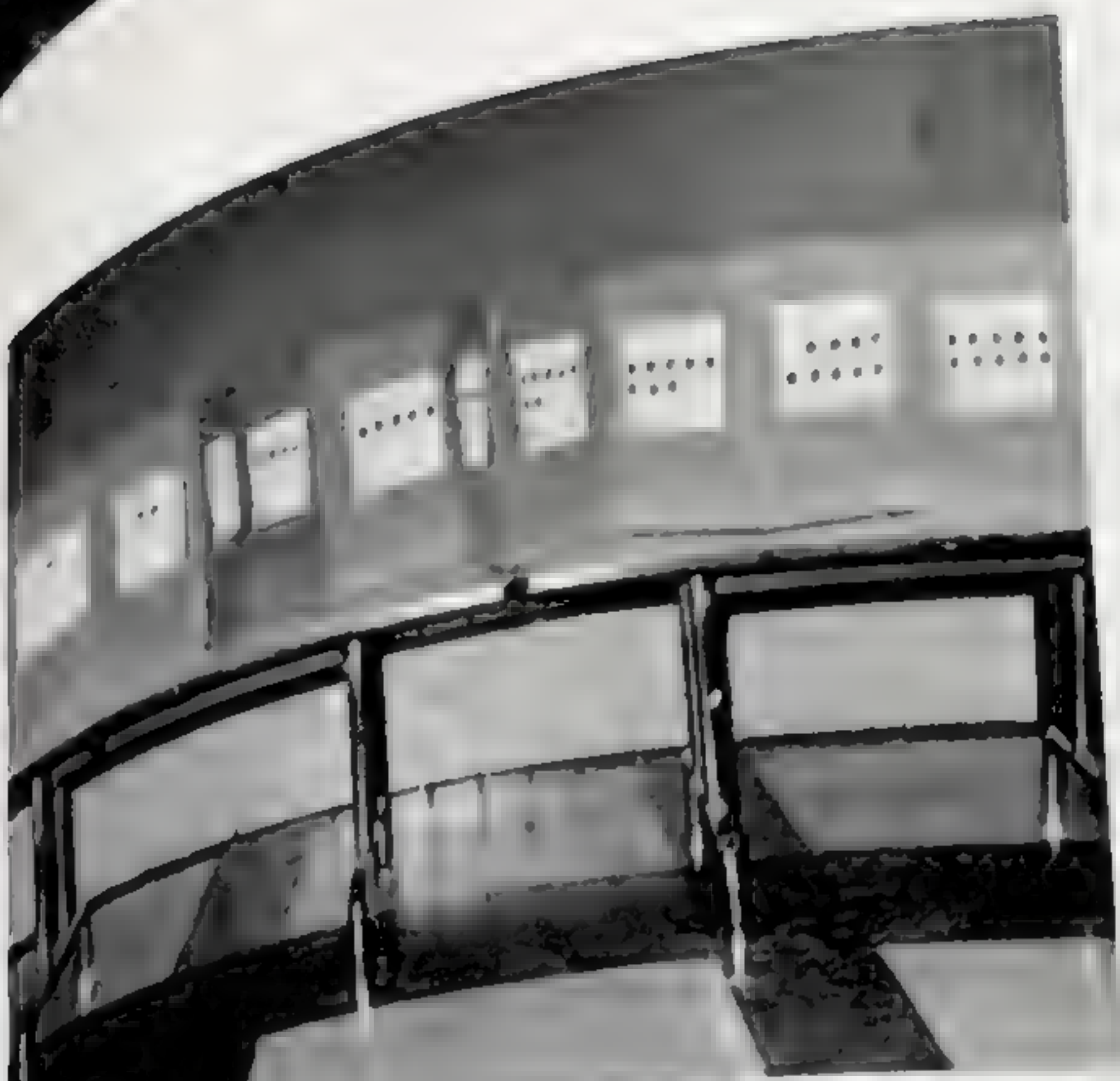
The range of books is broader in this collection:

SPRING
WINTER
THE CLOTHES WE WEAR
SMILING FACES
LITTLE PEOPLE
SHAPES
HAPPINESS IS
ACTION
WHAT I SEE WHEN I LOOK
OUT THE WINDOW

Other possibilities to consider may include:

WORK MOM AND DAD DO
WORK OTHER PEOPLE DO
THE ALPHABET BOOK
I TRY NOT TO EAT TOO
MUCH BOOK
THE STORY OF MY LIFE
BOOK

For variation in format, an accordion style is enticing to a child. You just need tape to connect the pages.



MY FAMILY



MALAIKA

"My Family" book strengthens a child's self-image and feeling of "roots"—at the same time piling up indirect desires to "want to read." Other categories for bookmaking can include:

CLOTHING

PETS

SCHOOL SUPPLIES

HOUSES

STORES

SPORTS

WELL-KNOWN PEOPLE

FOODS

THINGS OF NATURE

TRANSPORTATION

MUSICAL INSTRUMENTS

HEALTH SUPPLIES

ZOO ANIMALS

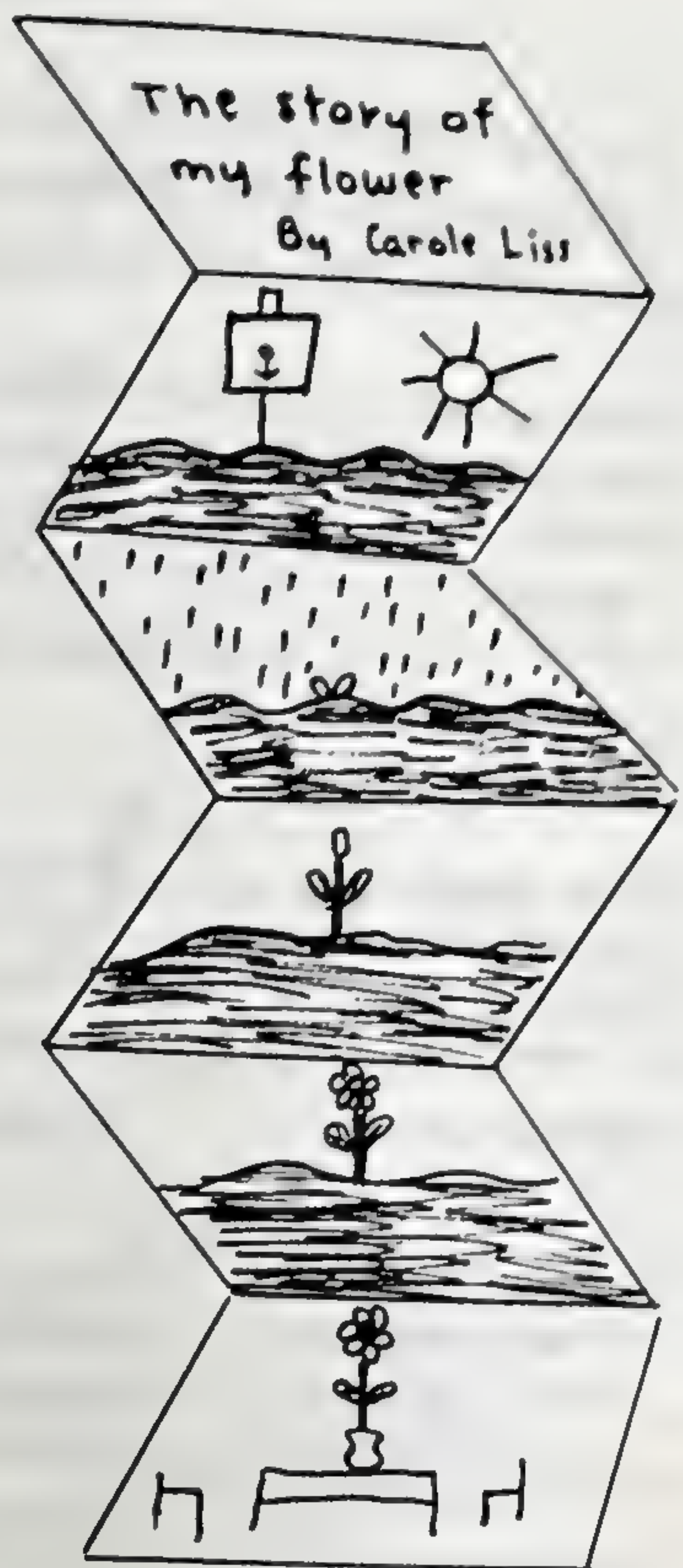
FARM ANIMALS

COMMUNITY HELPERS

PEOPLE FROM OTHER

LANDS

FURNITURE



NONSENSE ALPHABET

Our good friend, Edward Lear was not only a brilliant LIMERICK composer, but see how his NONSENSE ALPHABET makes children giggle with delight (and at the same time encourages their understanding of letter sounds)

A was an ant,
Who seldom stood still,
And who made a nice
house
in the side of a hill.
Nice little ant!

D was a duck,
With spots on his back,
Who lived in the water,
And always said "Quack"
Dear little duck!

G was a goat,
Who was spotted with
brown;
When he did not lie still
He walked up and down.
Good little goat!

J was a jackdaw,
Who hopped up and down
In the principal street
Of a neighboring town!
All through the town!

M was a mill,
Which stood on a hill,
And turned round and
round
With a loud hummy sound.
Useful old mill!

B was a book,
With a binding of blue,
And pictures and stories
For me and for you.
Nice little book!

E was an elephant,
Stately and wise;
He had tusks and a trunk,
And two queer little eyes.
Oh, what funny small eyes!

H was a hat,
Which was all on one side;
Its crown was too high,
And its brim was too wide.
Oh, what a hat!

K was a kite,
Which flew out of sight,
Above houses so high,
Quite into the sky.
Fly away, kite!

N was a net,
which was thrown in the
sea
To catch fish for dinner
For you and for me.
Nice little net!

C was a cat,
Who ran after a rat;
But his courage did fail
When she seized on his tail.
Crafty old cat!

F was a fish,
who was caught in a net;
But he got out again,
And is quite alive yet.
Lively young fish!

I was some ice,
So white and so nice,
But which nobody tasted;
And so it was wasted.
All that good ice!

L was a light,
Which burned all the night.
And lighted the gloom
Of a very dark room.
Useful nice light!

O was an orange,
So yellow and round,
When it fell off the tree,
It fell down to the ground.
Down to the ground!

NONSENSE ALPHABET

P was a pig,
Who was not very big;
But his tail was too curly,
And that made him surly.
Cross little pig!

S was the sugar-tongs,
Nippity-nee,
To take up the sugar
To put in our tea.
Sippity-nee!

V was a villa,
Which stood on a hill,
By the side of a river,
And close to a mill.
Nice little villa!

Y was a yew,
Which flourished and grew
By a quiet abode
Near the side of a road.
Dark little yew!

Q was a quail,
With a very short tail;
And he fed upon corn
In the evening and morn.
Quaint little quail!

T was a tortoise,
All yellow and black;
He walked slowly away,
And he never came back.
Torty never came back!

W was a whale,
With a very long tail,
Whose movements were
frantic
Across the Atlantic.
Monstrous old whale!

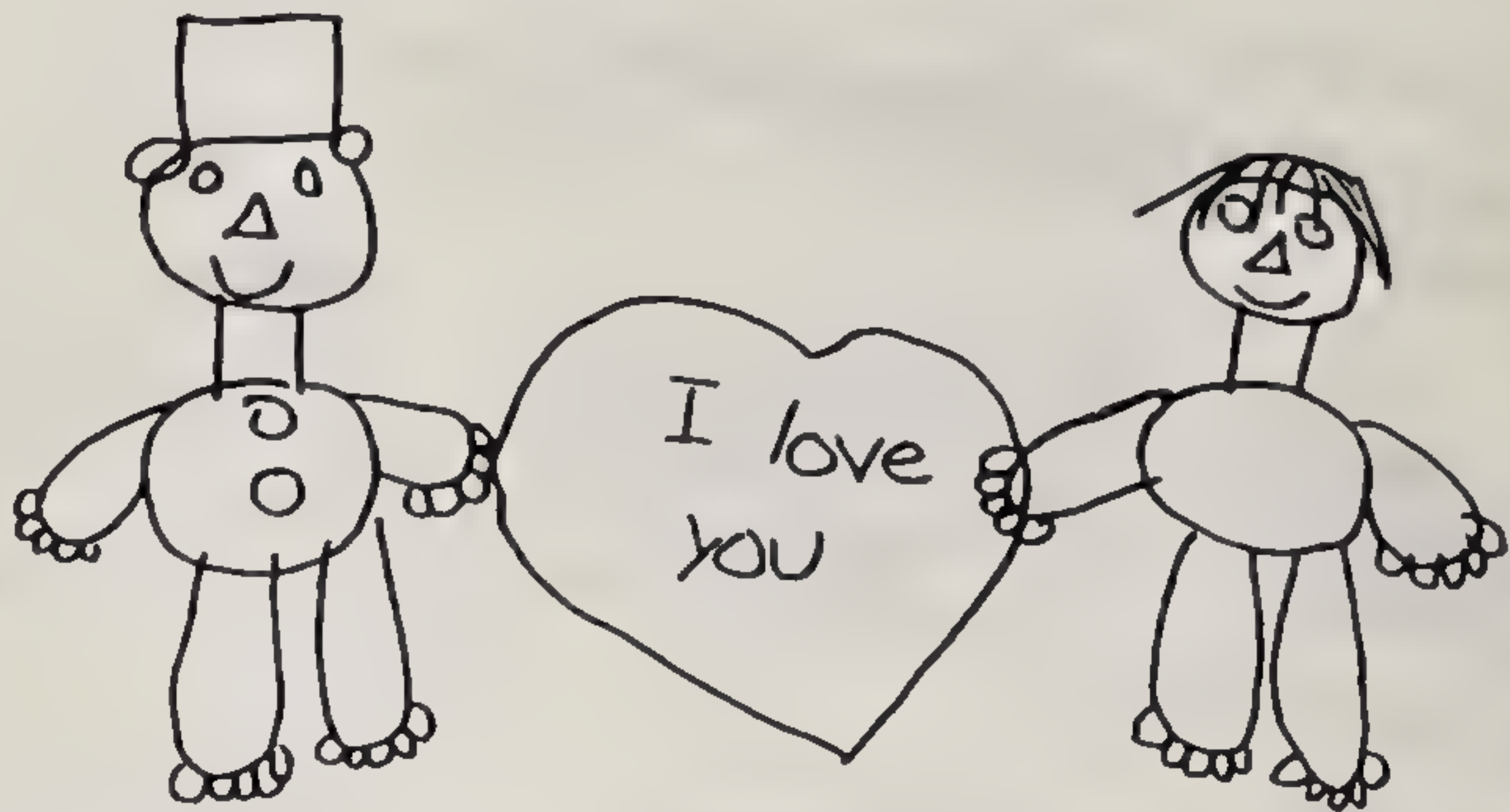
Z was some zinc,
So shiny and bright,
Which caused you to wink
In the sun's merry light.
Beautiful zinc!

R was a rabbit,
Who had a bad habit
Of eating the flowers
In gardens and bowers.
Naughty fat rabbit!

U was an urn,
All polished and bright,
And full of hot water
At noon and at night.
Useful old urn!

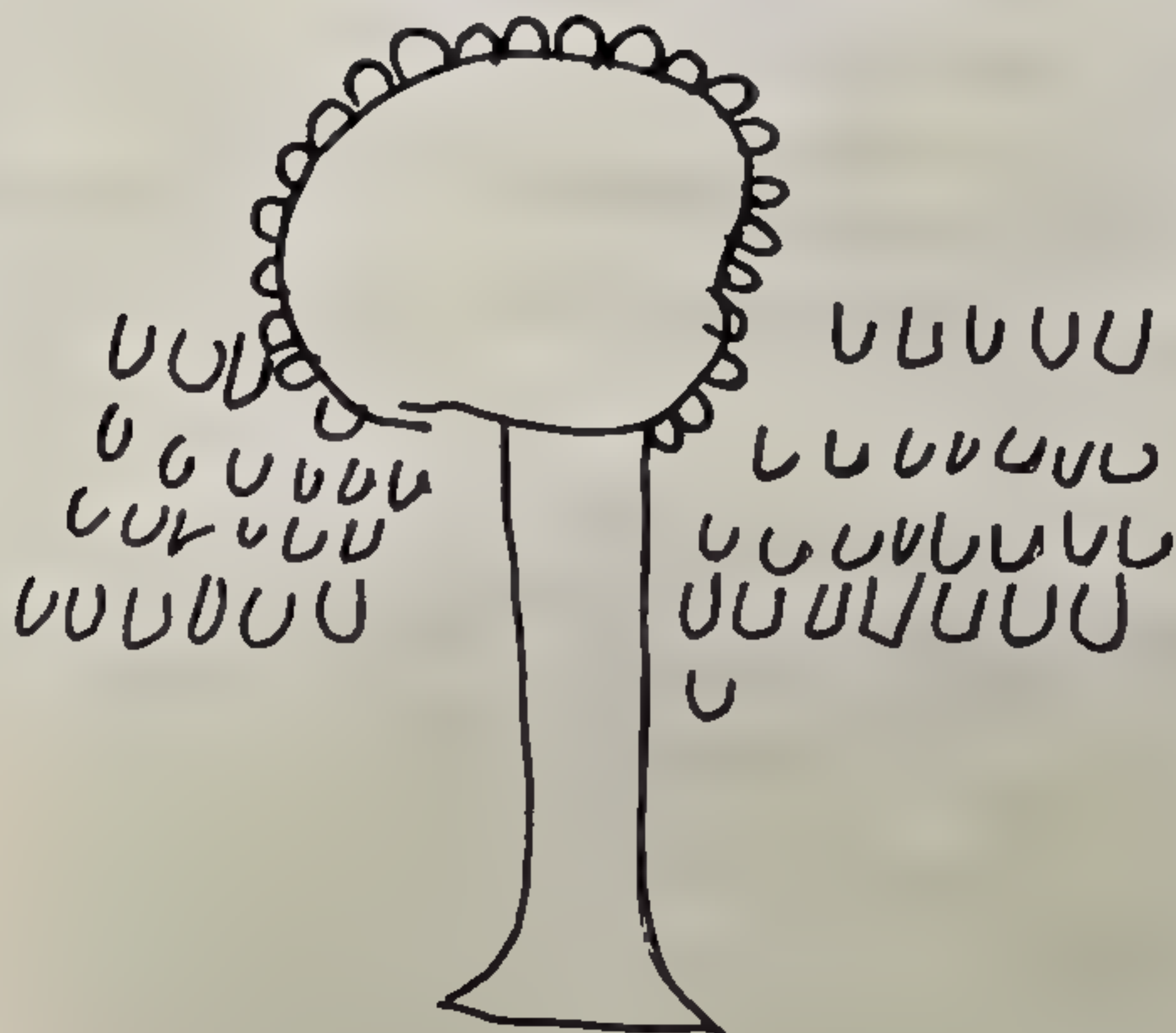
X was King Xerxes,
Who, more than all Turk, is
Renowned for his fashion
Of fury and passion
Angry old Xerxes!

FEBRUARY



by John

SEPTEMBER



by John

A homemade calendar can interest a child in "time" (days, weeks, months, a year), the seasons, birthdays, holidays and many other things. At the same time "wanting to learn to read" is indirectly encouraged.

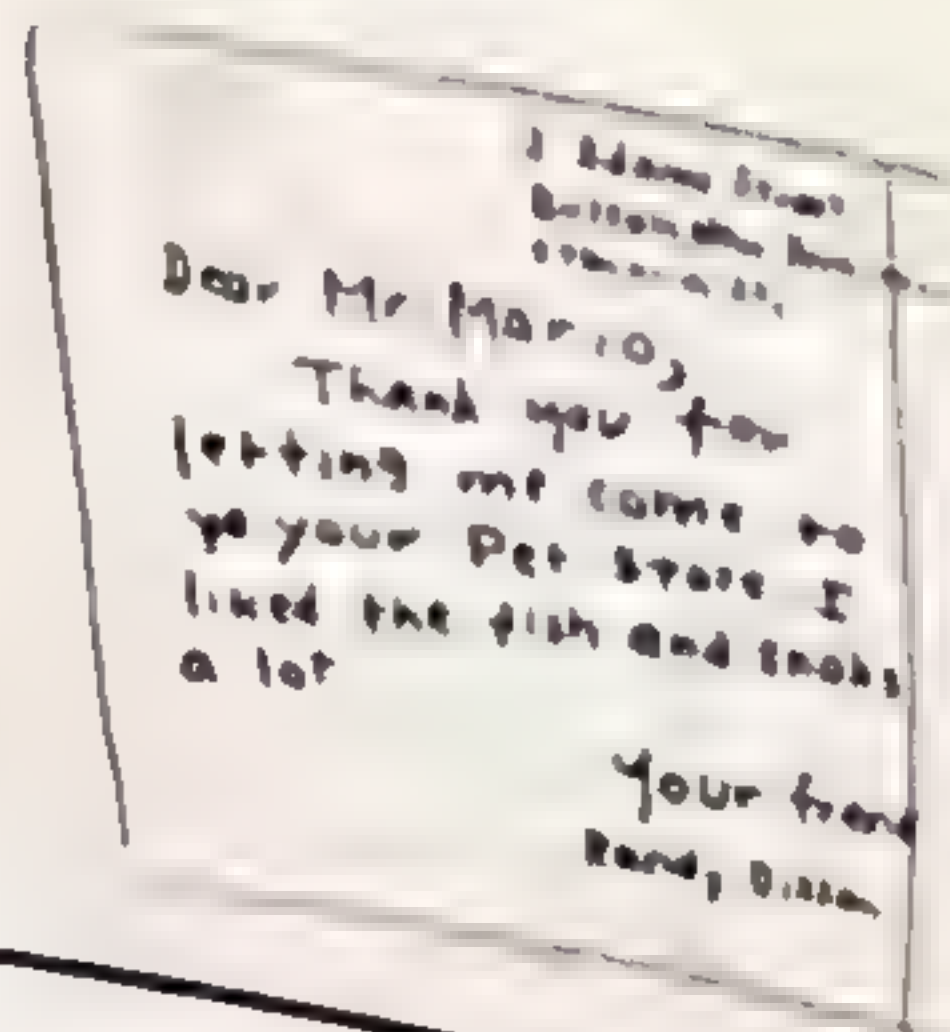
FIELD-TRIP BOOK

COVER

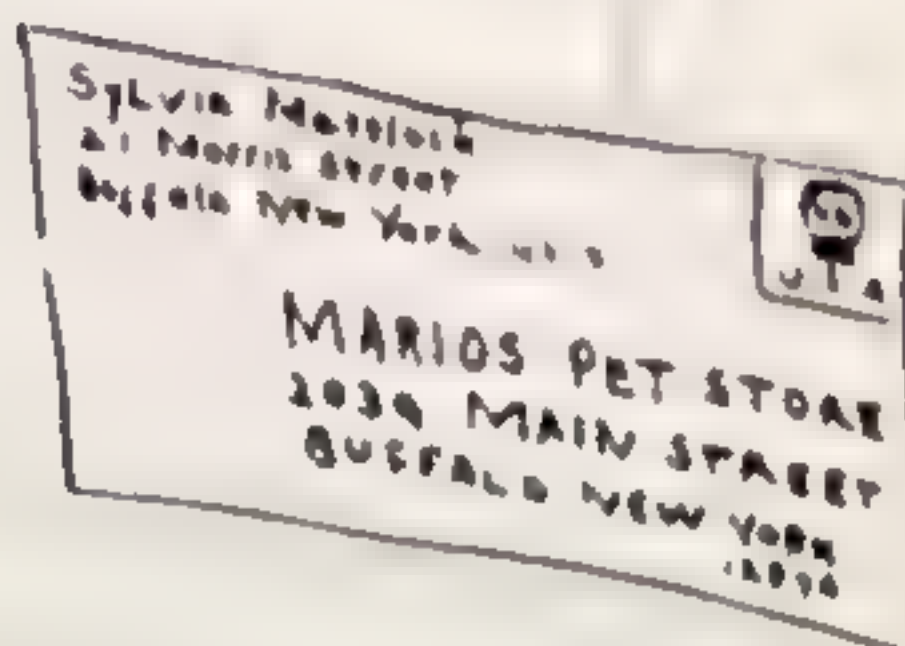


by Judith Hernandez

LETTER



ENVELOPE



by Sylvia Matlock

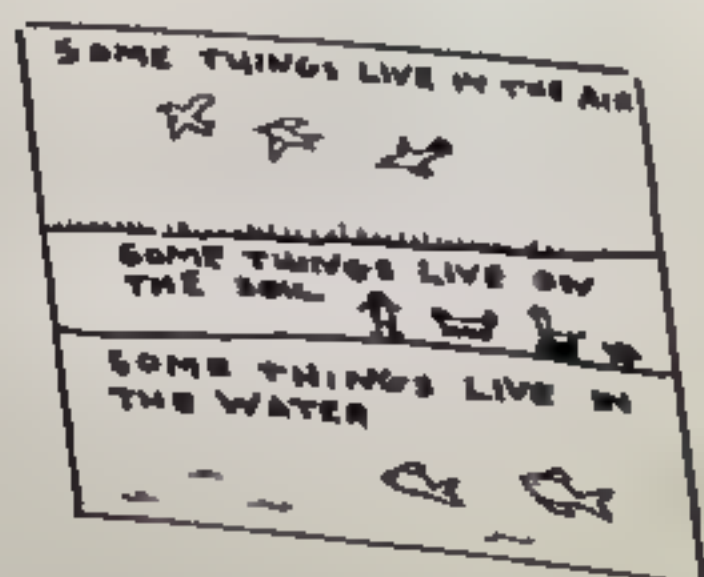
A child who has had an exhilarating experience, such as a trip to the pet store, can be led into a huge variety of things to talk about—enough to make a "whole big book, all my own."

Poem

Sometimes I wish
I could be a fish
Swimming all day long
Or be a pretty bird
and sing a cheery song.

By
Raphael Cortez

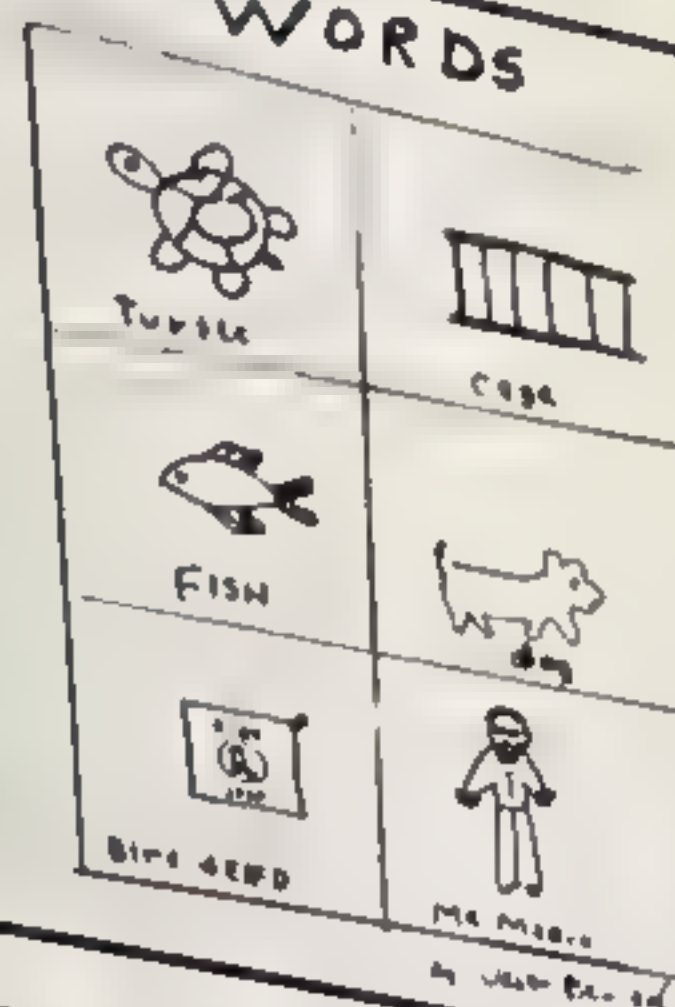
SCIENCE



STEVEN JAWORSKI

Here, one "book" has been taken apart so you can see how all the pages are related and correlated with the trip—an original poem, science, new words, letter writing, math, etc.

WORDS

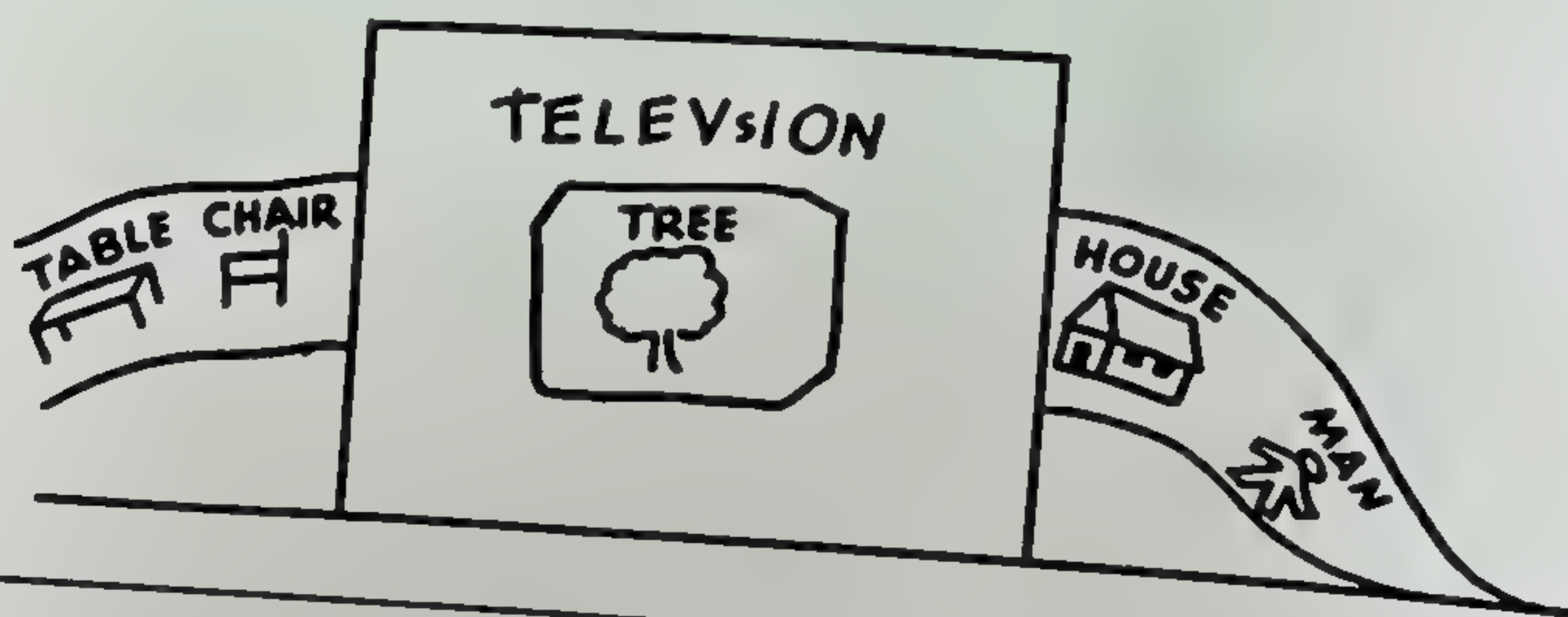
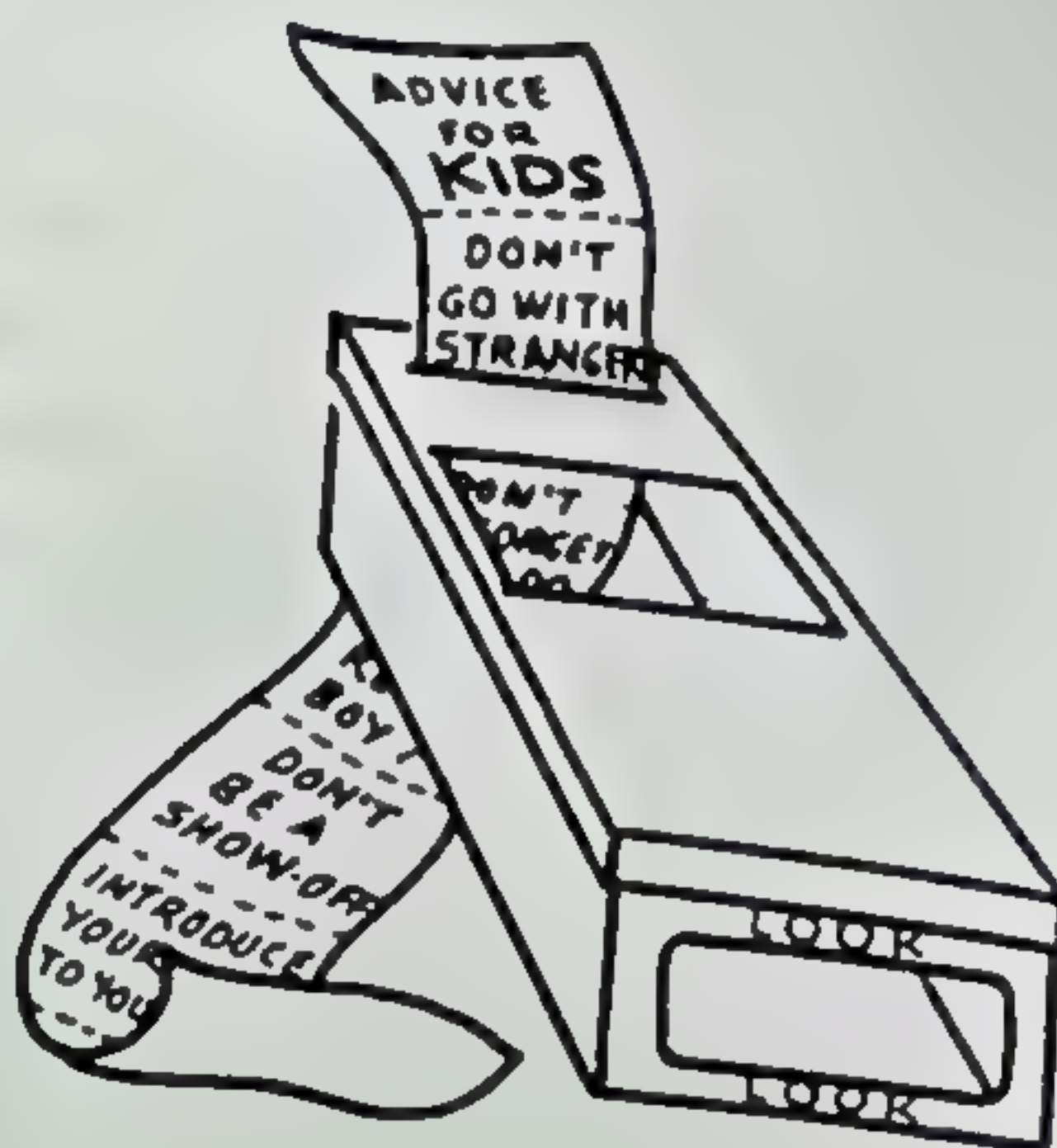
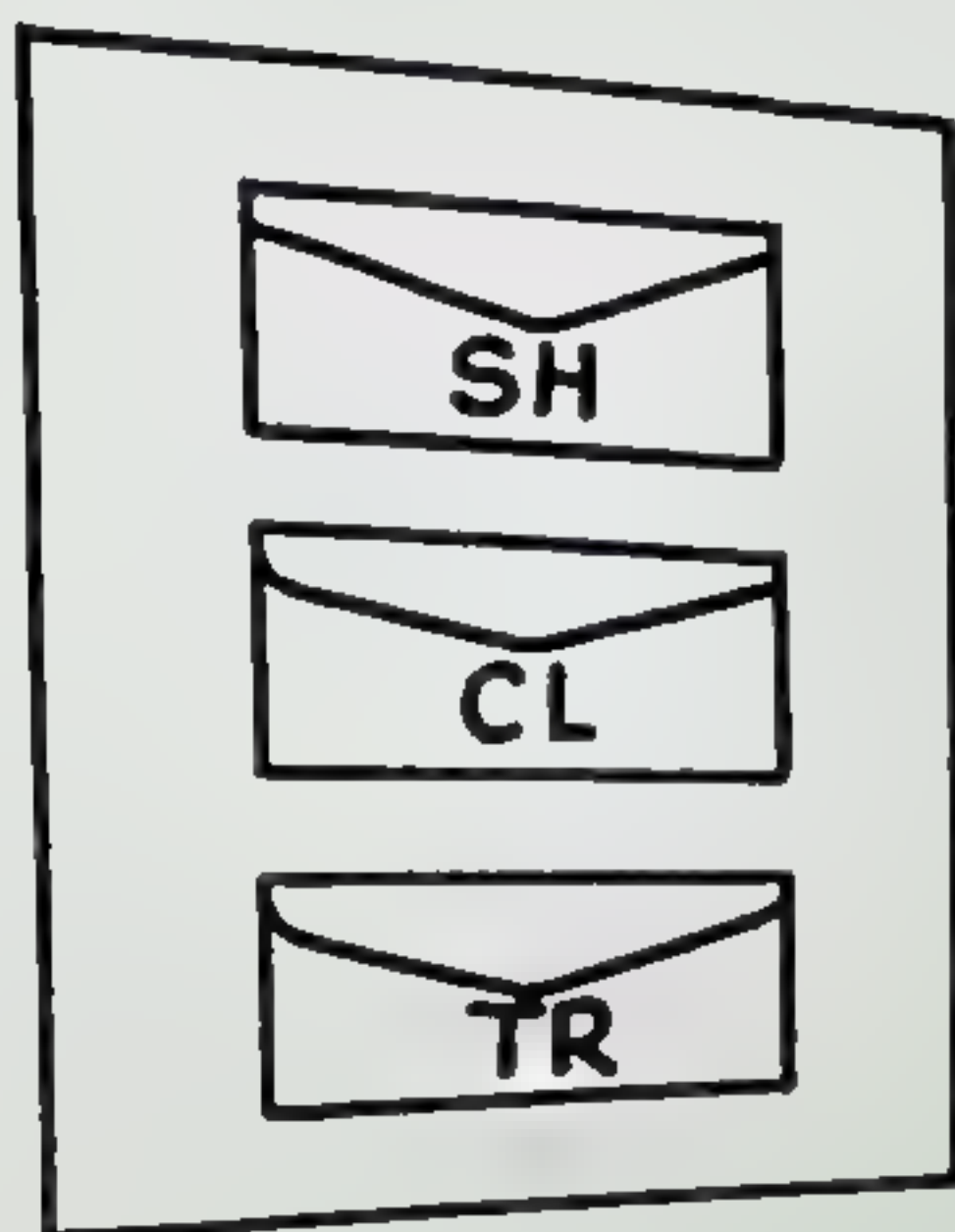
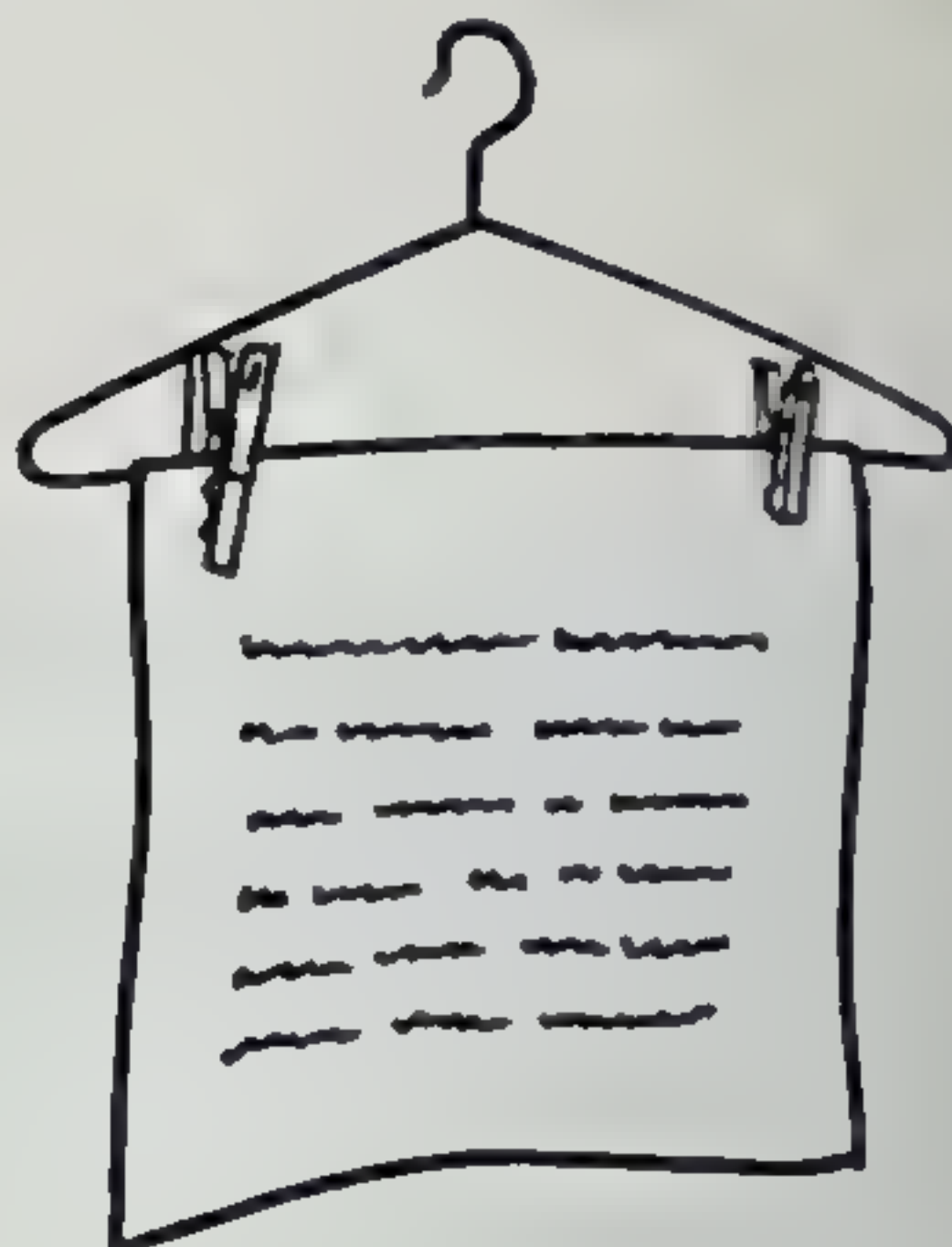
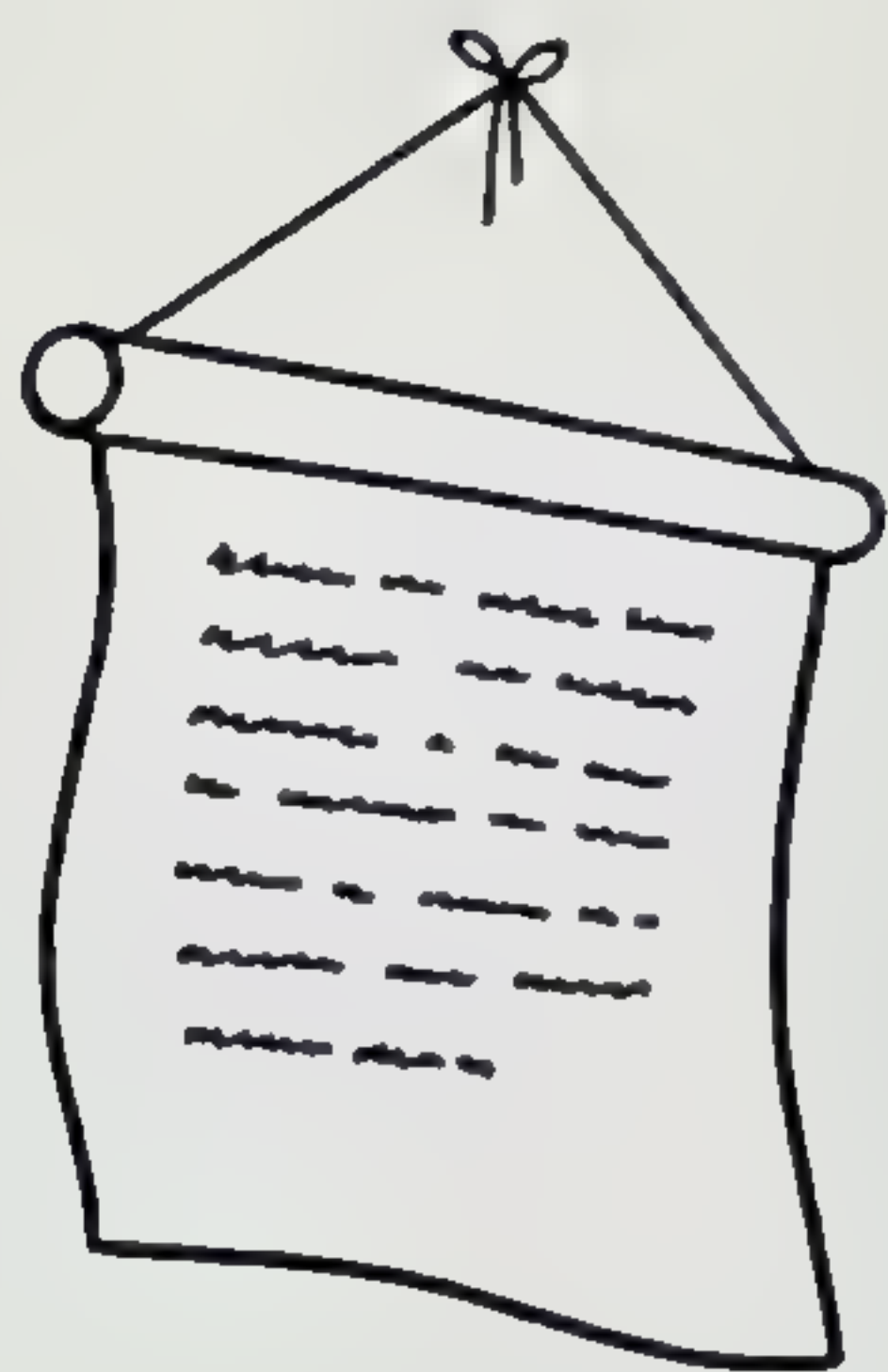


MATH



Leonard Math

At no time was there any coercion to do any of these pages. If any had been needed, it would have been time to stop at once!



More fun devices to "hook" a child onto the task of "wanting to read"



A story *by* a child *to* a child



or a big sister or
some high-school
student to a child



or a grandfather or grandmother to
a child

are lessons in human relations that
can never be bought.

ROPE

You can "draw" numbers and letters of the alphabet (also, fascinating pictures) with rope.



Rope is also good for "jumping over."



You can play "jump rope."



Attach some rope to blocks of wood and you can have a "chariot race."

SAND

Any home can have a sandbox. Do you have a carton, an old wooden box—or, why not use the dishpan?

For sand, you can bring a pailful or two from the beach or ask one of the workers at some nearby construction site. (Most workers are nice and wouldn't say no for such a small amount.)

Here are some things your child can do with sand:

- draw on it
- cook with it
- make pies
- make cakes
- make roads and highways
- dig tunnels
- make caves
- dump things
- build castles, towers, and many others things



Children can make the most delicious pies and cakes from sand. And sand is also good for the construction of castles, roads, and tunnels. Piles of dirt, stones, and gravel in corners of backyards are made to order for the business of hauling, loading, and dumping things. If you can't go to the lake or have a pool, do you know that one inch of water in a dishpan is enough to launch an ocean liner? If you can't have a dog or cat for a pet, do you know that a spider in a tin can or an ant in a jar or a millipede in a shoebox makes a very special zoo?

SENSES

Sometimes we get so carried away by "intellectual" learning, that we forget that nature has given us five wonderful gifts, the gifts of hearing, smelling, tasting, seeing, and touching!

These are gifts that we can use every minute of the day, every day of the year—gifts that put us in touch with the world, gifts that enrich our lives and help to make living worth living—gifts that are far more precious than gold or silver. If you doubt this, ask a person who is blind or deaf or hard of hearing!

Hearing

These sounds are common (Are they so common that sometimes we don't hear them?)

lawn mowers whirring
hammerings at a construction site
sprinklers turning
cats rustling in dry leaves

garage doors slamming
mothers calling children
from play
car horns

Listen to the sounds of water. Have you ever heard water ooze?
Drip? Gush? Roar? Rage? Bubble?

Did you ever hear a balloon burst?
Do warning signs have a special sound—like an ambulance?
A fire engine? A police whistle?

Farms have special sounds, too.

cows mooing chicks peeping pigs grunting
sheep baaing horses neighing a crow cawing

Listen to the wind. Do you hear it storming? Hissing? Moaning? Raging? Flustering?

Are the sounds in your house the same in the morning, in the afternoon, and at night? How are they different?

Do you like the music on the TV or your radio? Do you like to dance to the music? or sing?

Does music make you want to do different things, like:

run walk skip gallop tiptoe
march swing dance whirl hop

Did you ever stop what you were doing to listen to the birds? What sounds do you hear right now?
Did you ever hear the sound of footsteps? Is father's the same as the baby's? Or yours?

Tasting

Do you have a garden in your backyard?
Did you ever taste a warm just-picked tomato? Raw peas? A carrot right from the ground? Crisp lettuce? Grapes right off the vine? Open your refrigerator. All the things there are to taste!

milk butter apples
left-over cereal applesauce ice-cream
maple syrup

Did you ever taste the sweetness of clover?
Does all water taste the same?

Your water at home?
 Water from a drinking fountain?
 Water from the ocean (salt)?
 Water that has chlorine in it?
 Rain?
 Ice water?

Touching

Touch your nose, your ears, your knees. Do they feel the same? Touch the bark of the tree by your house.

If you closed your eyes, could you tell, just by touching, the difference between an apple and a potato? Celery? A pineapple? Lettuce? An orange?

Do your toys feel the same? Wooden blocks? The teddy bear? Balls? Legos?

What is your house made of? The nearby factory? The school? Do your clothes all feel the same?

your winter coat rubbers scarf
 sneakers shoes

How many things can you think of that are made of

rubber wood cotton paper
 leather plastic wool steel

Did you ever stretch out on hot sand at the beach?

Sometimes after a rainfall or after the grass is hosed, touch the grass.

Did you ever touch your dog's nose? Is it hot or cold?

Stones have different feels. Did you ever find some that are smooth? Rough? Slippery?

Smelling

Our whole world is full of things to smell

gas at the filling station
 strong cheese
 shoe polish
 freshly cut grass

fumes of cars
 perfumes
 medicine
 the bakery

ripe fruit
 flowers
 hamburgers

Did you ever notice the fresh smell of ironed clothes?

Does a fish market smell like a meat market?

If you were blindfolded, would you be able to tell these things by smell:

clover
 a wet feather

mint
 a violet

cinnamon
 a cake

What smell makes you cry?

Can you find ten different smells when you take a walk around the block?

Did you ever smell lilacs in bloom? A musty old house? Outdoor grilling? Leaking gas? What else?

Next time you go to any of these places, see if they have different smells.

a vacant lot
 the zoo
 a pine forest

a gas station
 a factory area
 a city street

the ocean beach
 a shopping plaza
 a fruit orchard

Do you like the way you smell after a bath?

Can you tell if a person just ate some garlic? I bet you can!

Can you tell fresh milk from milk that has soured? I bet you can!

Seeing

Did you ever get up early and see a sunrise?
Did you ever see a sunset?

Did you ever go to special places where they make things like candles? Pottery? Woven baskets?
It is interesting to see places where different religious groups pray. Perhaps you can get permission to go into them: a church, a mosque, a monastery, a synagogue. Is there a big cathedral in your neighborhood? Can you visit the place where your grandparents prayed?
Parades are always fun to see—the marching bands, floats, flags, and especially the huge crowds.
There are so many different kinds of parades:

Memorial Day
school parades
Greek Day

St. Patrick's Day
church parades
Veterans Day

Labor Day
Walkathons
Flag Day

May Day
Christmas
Puerto
Rican Day

Did you ever take part in a civil rights or peace demonstration?

There are many things to see even on a dark night—perhaps just before you go to sleep—look out the window to see

stars shadows airplanes the moon the black trees silhouetted against the sky

Would you be able to see the horizon where you live?

Is there a park in your neighborhood? See if it has a play area; duck pond; tables for picnics; garden.

Sometimes parks have concerts you can attend. Or outdoor movies!

A park can be a good place to fly a kite.

Sometimes you can go canoeing or rowing in a park.

Sometimes parks have beautiful statues.

Can you find any bird feathers?

There are dozens and dozens of wonderful things to see right outside your doorstep.

Did you ever see a grasshopper hop? Did you ever see a spider spin a web?

Can you tell the difference between a dog track and a bird track? (It's a little easier in the winter time when there's fresh snow about). Make a pet of a special tree. How does it look in the winter? The summer? The spring? The fall? Can you draw a picture of the tree in the different seasons? Perhaps you would be able to take home a leaf, a flower, or a piece of bark.

Did you ever see an ant drag a dead bug? A hummingbird? A praying mantis pray? A garter snake?

Do you know what a fossil is? Have you ever found one? (How lucky you are!)

How does your cat drink its milk? Where does your cat sleep? How many whiskers does it have?

How many teeth does your dog have? Will it let you count them? Do you have a pet bird? Did you ever watch it take a bath? Did you ever have guppies? Did you ever see guppies being born? How does a turtle swim? See how the turtle gets about on land, in the water.

Take photographs of your pet or pets. Or draw pictures of them if you don't have a camera. Or do both. And then put them up for all to see. For parents who want a special gift for a child, try a pair of field binoculars or an enlarger. Watch a pigeon on the fire escape.

Are there any special television programs you can see that have to do with nature?
Does your local museum have special movies about nature? A special conservation exhibit? Or demonstration? Does your museum have a nature class for children? Make a nature library of things you collect—shells, feathers, seed pods, etc. Some countries have stamps with birds, flowers, or tree pictures. You might want to make a special collection.

SONGS AND VERSE

Songs for Learning

Is there something important you feel you would like your child to learn—his or her name, telephone number, or age? Try this fun way to do it.

Take a familiar tune, change the words to whatever it is you want your child to learn, and sing it over and over again. (Even if you think you can't sing, sing anyway.)

Sing when doing the dishes. Sing when you take a shower. And then, listen—your child may soon be singing along with you.

Objective: to learn telephone number

Familiar tune:

Twinkle, Twinkle, Little Star

Twin-kle, twin-kle, lit-tle star
8 7 6 4 8 7 2

How I won-der what you are
8 7 6 4 8 7 2

Up a-bove the world so high
8 7 6 4 8 7 2

Like a dia-mond in the sky
8 7 6 4 8 7 2

Twin-kle, twin-kle, lit-tle star
8 7 6 4 8 7 2

How I won-der what you are
8 7 6 4 8 7 2

Objective: to learn name

Familiar tune:

Mary Had a Little Lamb

Mary Burchfield is my name
is my name
is my name

Mary Burchfield is my name
Mary is my name.

Objective: to learn one's sex

Familiar tune:

The Farmer in the Dell

Michael is a boy
Michael is a boy
Michael is a boy
Michael is a boy
Linda is a girl, etc.

Objective: to learn about daily routine

Familiar tune:
The Farmer in the Dell

In the morning I wake up
In the morning I wake up
In the morning I wake up
In the morning I wake up
Then I brush my teeth, etc.

Objective: to rote count to ten

Familiar tune: Jingle Bells

1-2-3
4-5-6
7-8-9-10
1-2-3
4-5-6
7-8-9-10

Objective: to learn to identify coins

Familiar tune: Go Tell Aunt Rhody

I've got a penny
I've got a penny
I've got a penny
Penny, penny, penny.
I've got a nickel, etc.

Objective: to learn parts of the body

Familiar tune:
Row, Row, Row Your Boat

Touch, touch, touch your nose
Touch your nose like this
Touch, touch, touch your nose
Touch your nose like this
Touch, touch, touch your knees, etc.

Objective: to learn right and left hands and feet

Familiar tune: Frère Jacques

Raise your right hand
Raise your right hand
Raise your right hand
Raise your right hand
Raise your right hand
Raise your right hand
Raise your right hand
Raise your right hand

Raise your right foot, etc.

Objective: to learn days of week

Familiar tune: Yankee Doodle

Monday Tuesday Wednesday
Thursday
Friday Saturday Sunday
Monday Tuesday Wednesday
Thursday
Friday Saturday Sunday

Objective: to become familiar with musical instruments

Familiar tune:
Did You Ever See a Lassie?

I can play a trumpet
a trumpet
a trumpet
I can play a trumpet
Toot toot toot toot
I can play a violin
a violin
a violin
I can play a violin
Hm hm hm hm
Etc.

Objective: to learn names of
parents, sisters, etc.

Familiar tune: Are You Sleeping?

John is my father
John is my father
John is my father
John is my father
John is my father
John is my father
John is my father
John is my father

Gloria is my mother, etc.

Objective: to become familiar with
animal sounds

Familiar tune:

London Bridge Is Falling Down

Tell me how the kitty talks
kitty talks

kitty talks

Tell me how the kitty talks

Me ow Me ow Me ow Me ow

Tell me how the doggy talks, etc.

Objective: to learn common terms
of courtesy

Familiar tune:

Happy Birthday to You

Good morning to you
Good morning to you
Good morning to you
Good morning to you

Good night to you
Good night to you
Good night to you
Good night to you

Etc.

Objective: to learn one's age

Familiar tune:

Happy Birthday to You

How old am I?

How old am I?

How old am I?

How old am I?

I'm ____ years old

I'm ____ years old

I'm ____ years old

I'm ____ years old

Objective:

to learn the alphabet by rote

Familiar tune: The ABC Song

A B C D E F G
H I J K L M N O P
Q R S and T U V
W X and Y and Z

Now I know my ABCs.

Next time won't you sing with
me?

Objective: to learn meaning of
action words

Familiar tune:

Go Round and Round the
Village

Let's walk around the table

Let's walk around the table

Let's walk around the table

Let's walk and walk and walk.

Let's jump around the table, etc.

Nursery Rhymes

Just about everyone—a miner in Kentucky, the bus driver, any astronaut, and (yes!) the president of the United States, too, knows five, six, and maybe even most of these foolish jingly nursery rhymes. They are built (somehow) into our culture, and it may be hard to trace back how any of us got to learn them.

Never mind that the words don't seem to make much sense. See how the children respond *immediately* to their bouncy rhythms:

hopping,
skipping,
jumping,
galloping,
walking,
swinging gently.

Your child may be too young to read them, but you can expect such strong requests as, "*Say it again ! Say it again !*"

Roses are red,
Violets are blue,
Sugar is sweet,
And so are you.

I asked my mother for fifty cents
To see the elephant jump the fence.
He jumped so high, he touched the sky
And didn't get back till the Fourth of July.

I made you look,
I made you look,
I made you buy a penny book.

Sticks and stones may break my bones,
But names will never hurt me.
When I die, then you'll cry
For the names you called me.

A knife and a fork
A bottle and a cork
And that's the way to spell
New York.

I had a dog, his name was Rover.
When he rolled, he rolled in the clover.
When he died, he died all over.
Goodbye, Rover.

I had a little calf
And that's half.
I put him in the stall
And tied him to the wall
And that's all.

I know something I won't tell.
Three little monkeys in a peanut shell.
One can sing and one can dance
And one can make a pair of pants.

Good night.
Sleep tight.
Don't let the mosquitoes bite.

There was an old man named Michael Finnegan.
He grew a long beard right on his chin.
Along came a wind and blew it in again—
Poor old Michael Finnegan. Begin again.

One for the money,
Two for the show,
Three to get ready,
And four to go.

Monkey on the railroad.
Monkey on the fence.
Monkey get your hair cut,
Fifteen cents.

Monkey in the barnyard.
Monkey in the stable.
Monkey get your hair cut
Soon as you are able.

1, 2, 3, 4, 5,
I caught a fish alive;
6, 7, 8, 9, 10!
I let it go again.

If you ever, ever, ever, ever meet a whale,
You must never, never, never, never grab him by the tail.
If you ever, ever, ever, ever grab him by his tail,
You will never, never, never, never meet another whale.

Deedle, deedle, dumpling, my son John,
He went to sleep with his stockings on;
One shoe off and one shoe on.
Deedle, deedle, dumpling, my son John.

Hippity hop to the barbershop,
To get a stick of candy.
One for you and one for me,
And one for Sister Mandy.

Solomon Grundy
Born on Monday
Christened on Tuesday
Married on Wednesday
Took ill on Thursday
Worse on Friday
Died on Saturday
Buried on Sunday
This is the end of Solomon Grundy.

Wouldn't it be funny,
Wouldn't it be now,
If the dog said "moo"
And the cow said "bowwow"
And the cat sang and whistled
And the bird said "meow"?
Wouldn't it be funny?
Wouldn't it now?

Pretty little red bird
Dressed so fine,
Got a little red coat
Just like mine.

It's hippity hop to bed.
I'd rather sit up instead.
But when father says "must"
There's nothing but just
Go hippity hop to bed.

Spell Tennessee:
One-a-see
Two-a-see
Three-a-see
Four-a-see
Five-a-see
Six-a-see
Seven-a-see
Eight-a-see
Nine-a-see
Tenn-e-ssee

Cry, baby, cry,
Take your little shirttail
And wipe your little eye
And go tell your mommy
To give you a piece of pie.

A.B.C.
Double down D.
The cat's in the cupboard
And can't see me.

Thirty days hath September,
April, June, and November;
Save February, the rest have thirty-one
Unless you hear from Washington.

Ladybug, ladybug, fly away home,
Your house is on fire, your children will burn;
All but the youngest, whose name is Ann,
And she hid herself 'neath the frying pan.

A flea and a fly in a flue
Were imprisoned, so what could they do?
Said the fly, "Let us flee!"
"Let us fly!" said the flea.
So they flew through a flaw in the flue.

A boy stood on the burning deck,
Eating peanuts by the peck;
His father called him, he wouldn't go,
Because he loved his peanuts so.

No more pencils, no more books,
No more teacher's nasty looks.

Ask me no questions,
And I'll tell you no lies;
But bring me those apples
And I'll make you some pies.

Two's a couple,
Three's a crowd,
Four on the sidewalk
Is never allowed.

Early to bed,
Early to rise,
Makes a man (or woman)
Healthy, wealthy, and wise.

There once was a guy by the name of Jack,
Pitched his tent on a railroad track;
The 7:15 came round the bend.
What kind of flowers are you going to send?

Listen my children and you shall hear
Of the midnight ride of Paul Revere.
He got in his car and stepped on the gas,
The bottom fell out and he fell on the grass.

I went downtown
To see Mrs. Brown.
She gave me a nickel
To buy a pickle.
The pickle was sour,
So I bought a flower.
The flower was dead,
So I bought some thread.
The thread was thin,
So I bought a pin.
The pin was sharp,
So I bought a harp.
The harp wouldn't play,
So I gave it away
And went back downtown
To see Mrs. Brown.

One, two, buckle my shoe;
Three, four, shut the door;
Five, six, pick up sticks;
Seven, eight, lay them straight;
Nine, ten, a big fat hen.

Johnny's it,
And had a fit,
And didn't know how
To get over it.

Hay is for horses,
Straw is for cows,
Milk is for babies
For crying out loud.

Choral Readings

If you like, you can break up some of the rhymes into "choral readings." For example, you can take one part and your child another; sometimes you can go together.

I have selected the following because they happen to have been favorites of my own children and also some of my students.

- Enjoy the magical pictures they bring.
- Listen to the musical sounds they bring to our ears.
- But mostly, enjoy the "doing it together," where the real value lies.

BOTH: Little Robin Redbreast
sat upon a tree.
PARENT: Up went pussy cat.
CHILD: Down went he.
PARENT: Down went pussy cat.
CHILD: Away Robin ran.
BOTH: Said Little Robin Redbreast,
"Catch me if you can !"

PARENT: Whisky, frisky,
CHILD: Hippity hop.
PARENT: Up he goes
CHILD: To the treetop !
PARENT: Whirly, twirly,
CHILD: Round and round,
BOTH: Down he scampers
To the ground.

PARENT: What does the hail say?
CHILD: "Knock ! Knock !"
PARENT: What does the rain say?
CHILD: "Pit ! Pit !"
PARENT: What does the sleet say?
CHILD: "Sh ! Sh !"
PARENT: What does the wind say?
CHILD: "Whoo ! Whoo !"

PARENT: Spring is:
CHILD: Showery, flowery, bowery.
PARENT: Summer is:
CHILD: Hoppy, croppy, floppy.
PARENT: Autumn is:
CHILD: Wheezy, sneezy, freezy.
PARENT: Winter is:
CHILD: Slippery, drippy, nippy.

PARENT: All around the cobbler's bench
CHILD: The monkey chased the weasel.
PARENT: The monkey thought 'twas all in fun
BOTH: Pop ! Goes the weasel.
PARENT: Johnny has the whooping cough,
CHILD: Mary has the measles.
PARENT: That's the way the money goes.
BOTH: Pop ! Goes the weasel.

PARENT: I have a little pussy,
CHILD: Her coat is silver gray.
PARENT: She lives in a great wide meadow,
CHILD: And she never runs away.
PARENT: She always is a pussy,
CHILD: She'll never be a cat.
PARENT: Because she's a pussy willow.
BOTH: Now what do you think of that?

PARENT: Pussy cat, pussy cat,
where have you been?
CHILD: I've been to London to
visit the queen.
PARENT: Pussy cat, pussy cat,
what did you there?
CHILD: I frightened the little
mouse under the chair.

PARENT: There was a crooked man
CHILD: And he walked a crooked mile.
PARENT: He found a crooked sixpence
CHILD: On a crooked stile.
PARENT: He bought a crooked cat,
CHILD: Which caught a crooked mouse.
BOTH: And they all lived together in a
little crooked house.

PARENT: Once I saw a little bird
CHILD: Come hop, hop, hop.
PARENT: So I cried, "Little bird,
CHILD: Will you stop, stop, stop?"
PARENT: I was going to the window
CHILD: To say, "How do you do?"
BOTH: But he shook his little tail,
And far away he flew.

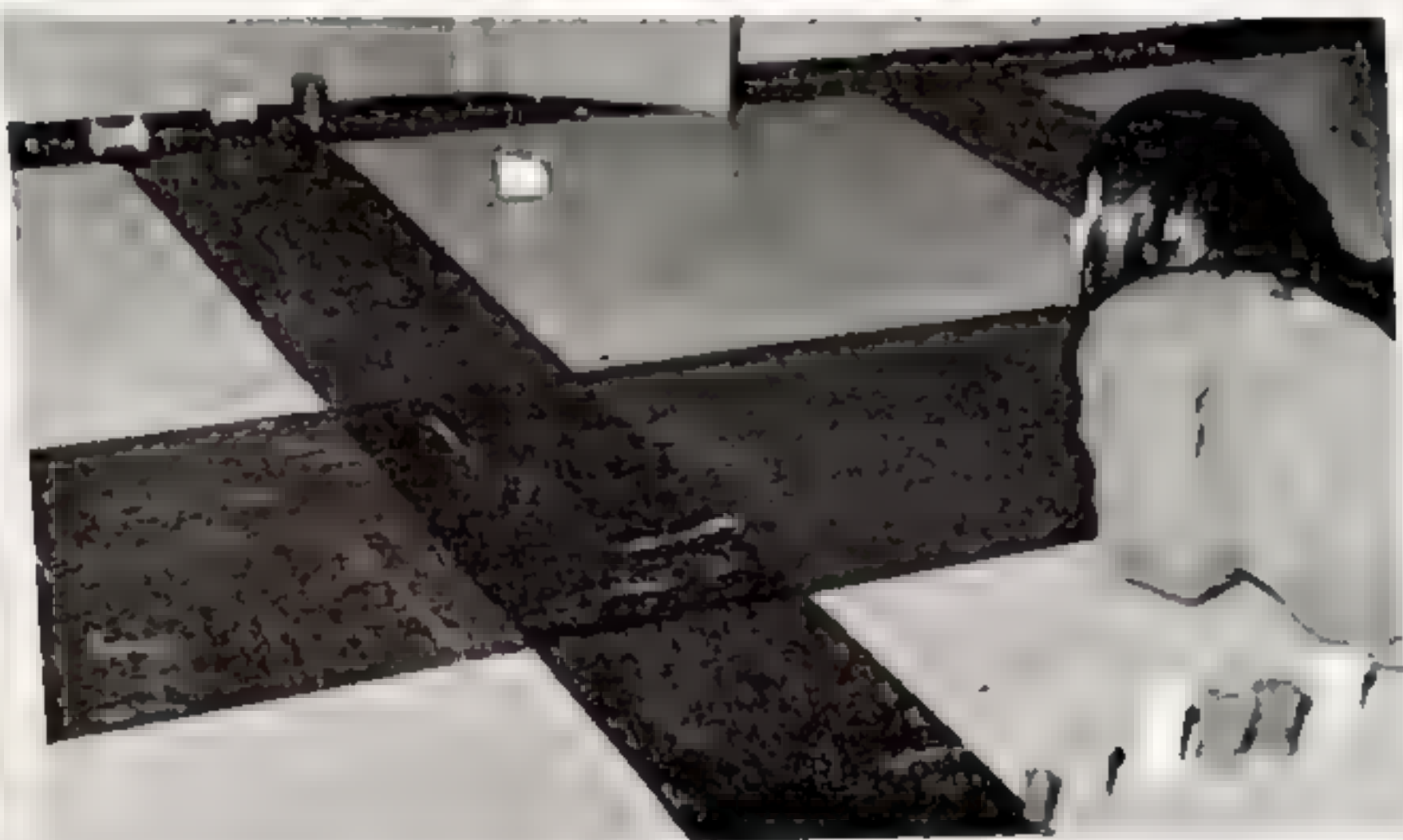
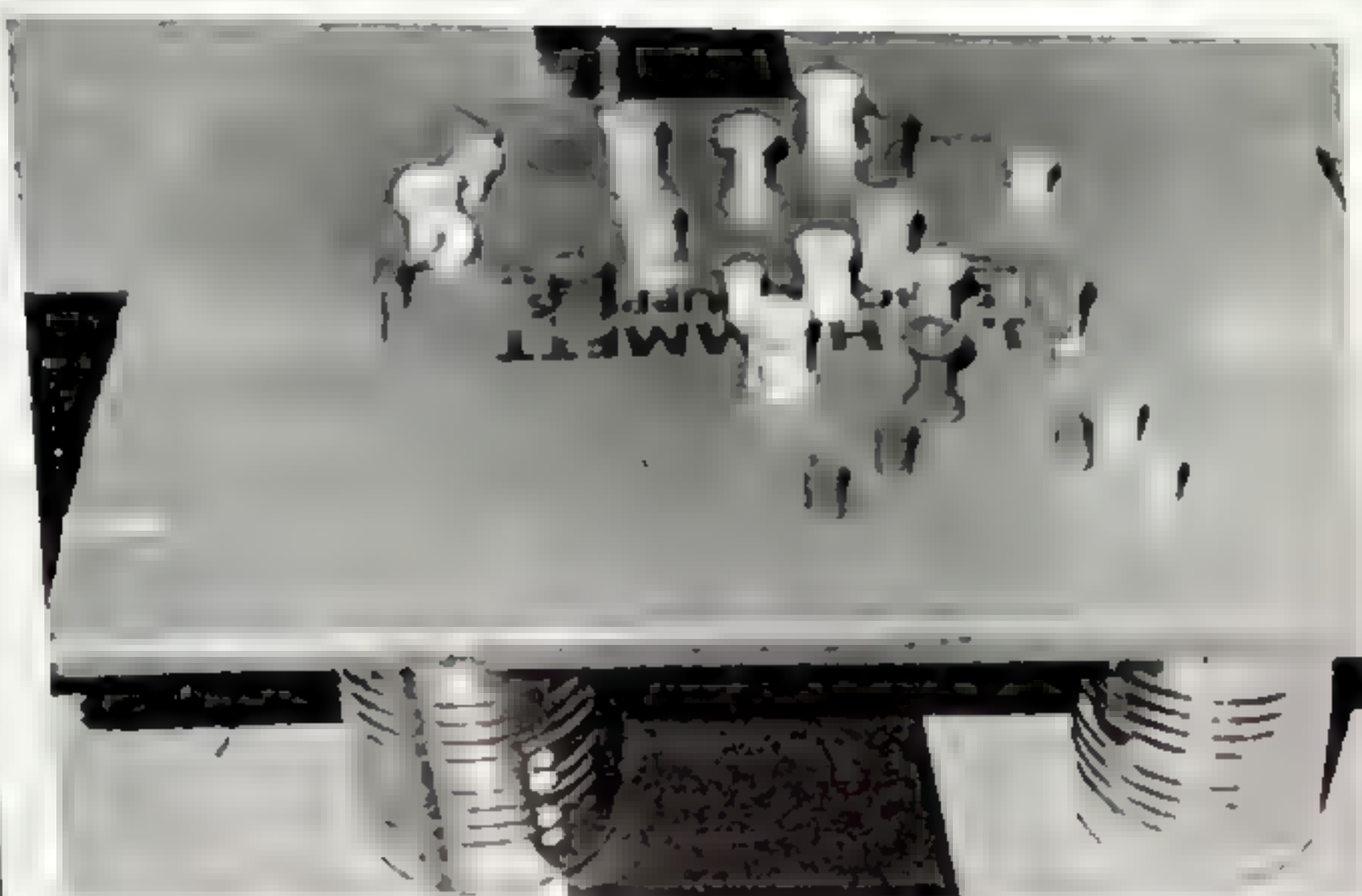
PARENT: Said the first little chicken,
With a queer little squirm,
CHILD: "I wish I could find a fat little worm !"
PARENT: Said the next little chicken,
With an odd little shrug,
CHILD: "I wish I could find a fat little slug !"
PARENT: Said the third little chicken,
With a sharp little squeal,
CHILD: "I wish I could find some nice yellow
meal !"
PARENT: Said the fourth little chicken,
With a small sigh of grief,
CHILD: "I wish I could find a little green leaf !"
PARENT: Said a fifth little chicken
With a faint little moan,
CHILD: "I wish I could find a wee gravel
stone !"
BOTH: "Now see here," said the mother
From the green garden patch,
"If you want any breakfast
Just come here and scratch !"

PARENT: Let us try to be polite
CHILD: In everything we do.
PARENT: Remember always to say "please"
CHILD: And don't forget "thank you."

SPOOLS

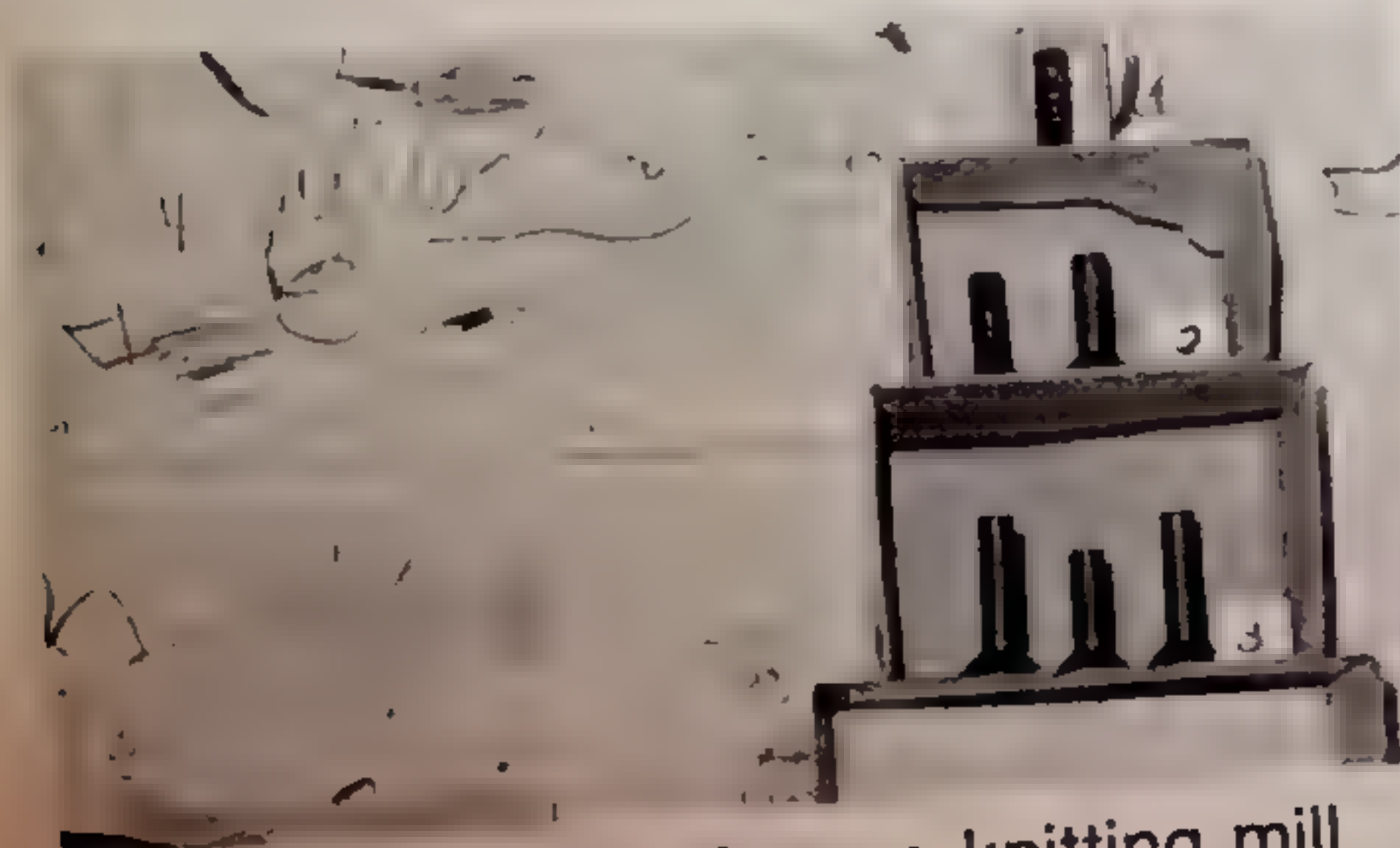
A collection of spools will take a shorter time to collect if you alert friends, relatives, seamstresses, and tailor shops to save them for you. (You will be surprised at the variety of sizes they come in and the number of exciting things you can do with them !)

If you look carefully on the left side of this picture, you will see the beginnings of a necklace. It happens to be part of a valuable set of jewelry (which will include a bracelet and a belt) for "Mom's birthday."

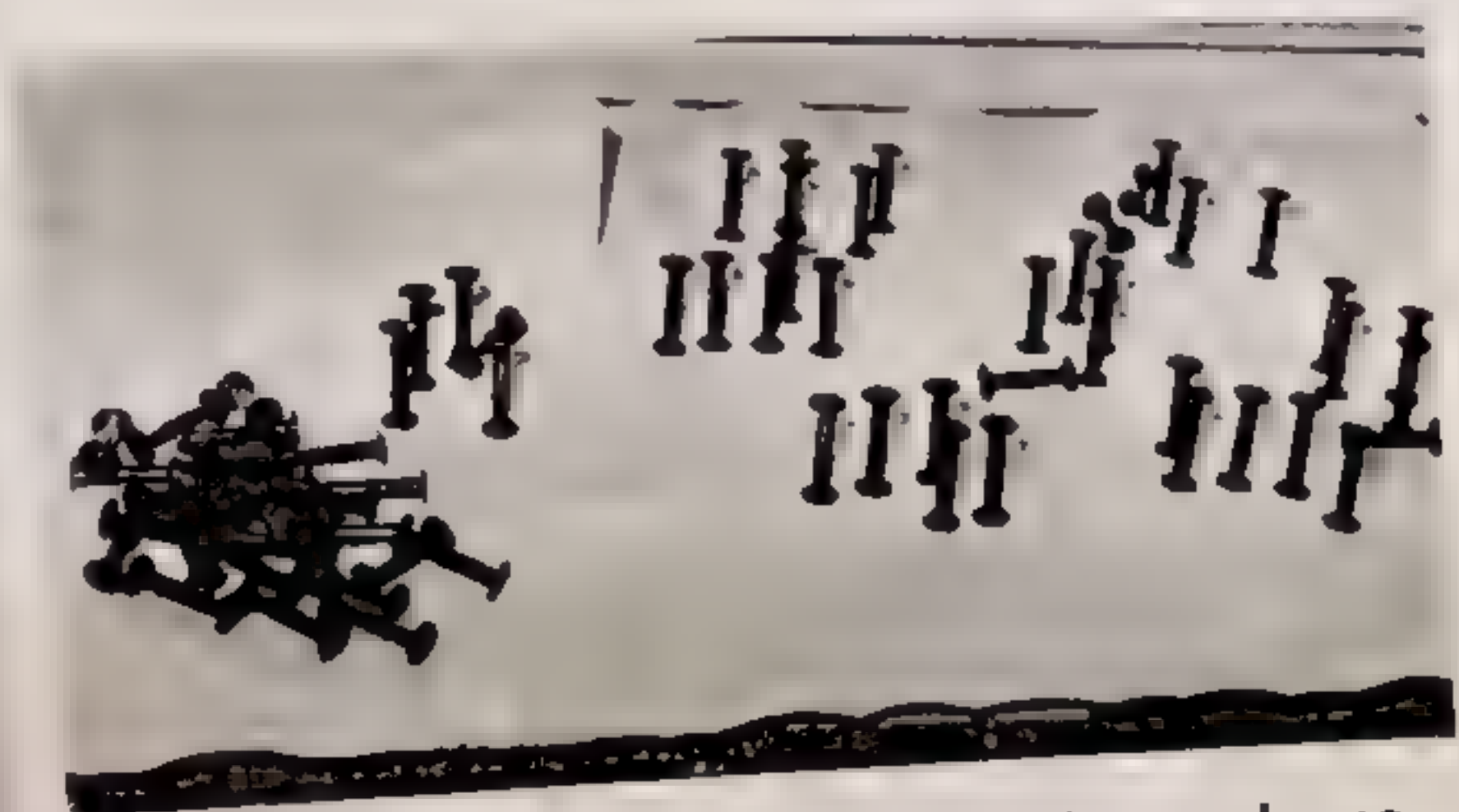


Spools are excellent for towers to "see how high you can get them before they crash down." They are also good for colorful totem poles (with or without faces).

Spools squiggle and don't always go where you want them to. But it's fun to roll them anyway to see where they *do* land.



These spools are from a knitting mill. This is the City Hall.



These are 33mm film spools and are "workers in a factory." (If you have a typewriter, you might want to save the spools from the ribbons, too.)

STONES

Wherever you go

- in the city
- in the country
- to the beach
- up a mountain

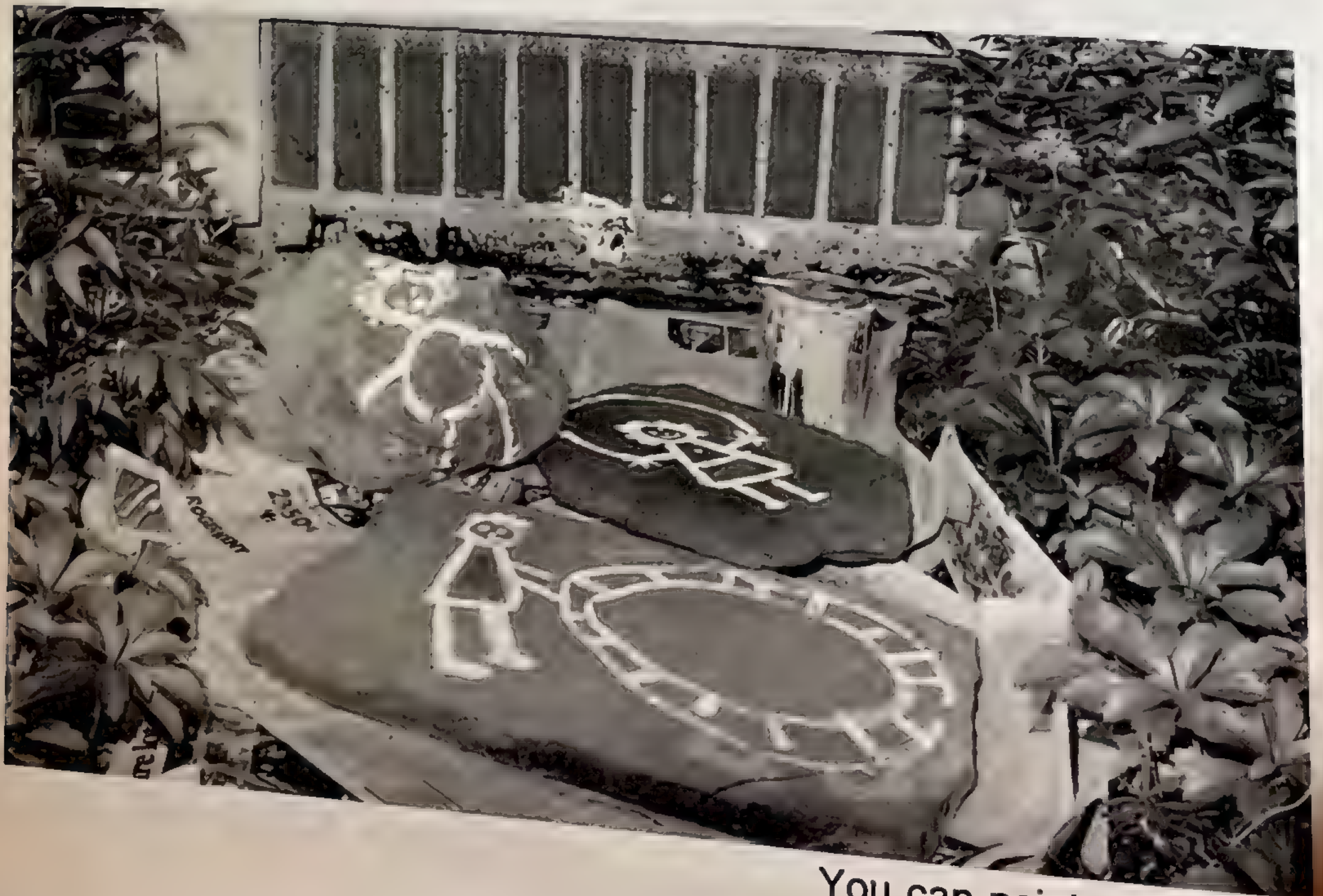
you'll find all kinds of stones.

- flat ones
- round ones
- long skinny ones
- stones with pretty colors and designs

You might even find a stone that has an old, old plant or animal buried in it !

Can you find a stone that is good for writing with on sidewalks?

- Save your stones for things to do on a rainy day. You can store them outside your house and nothing will happen to them.



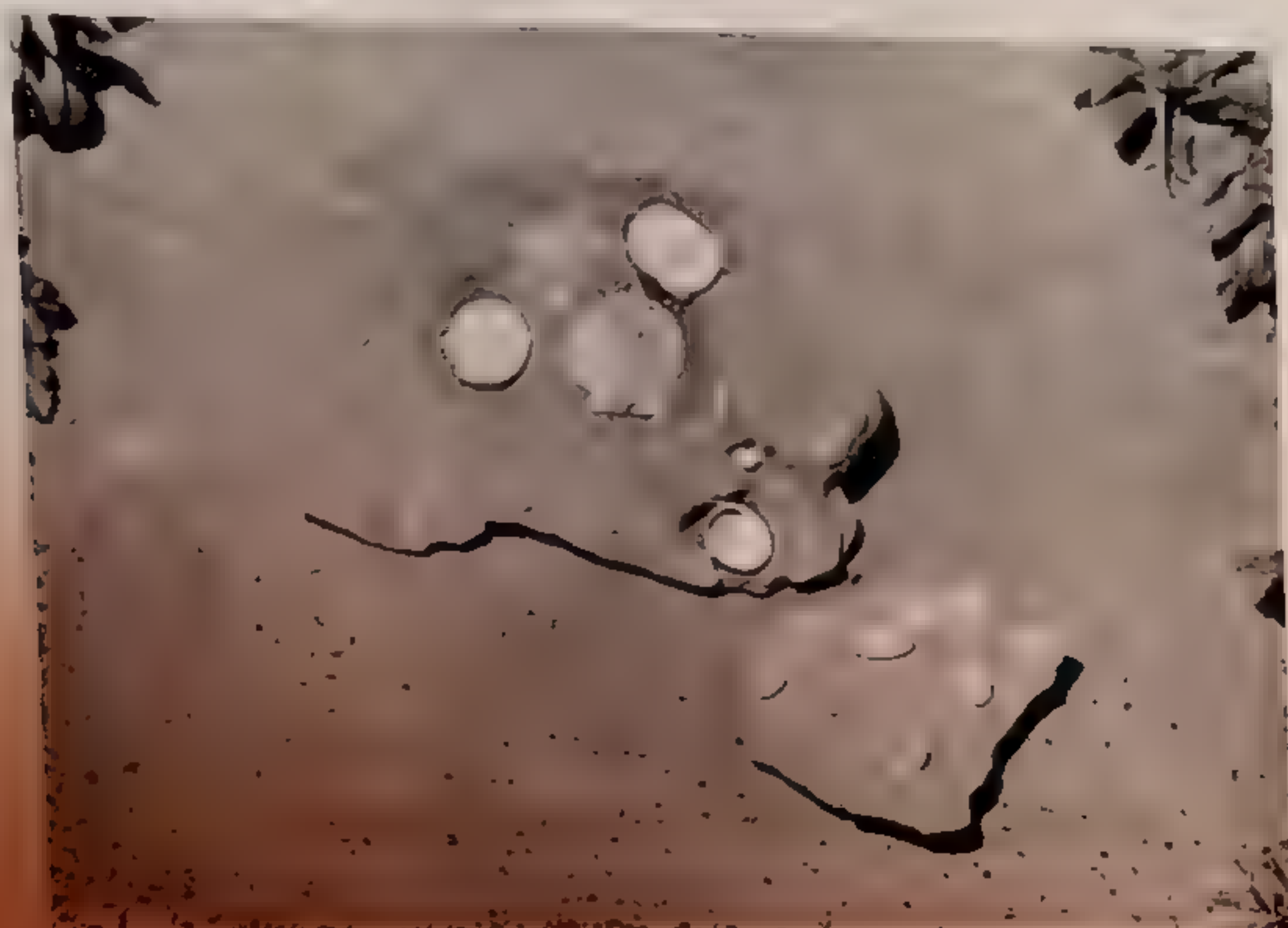
You can paint on a stone.



You can "write" your name with beans on a stone.



You can make a doll with stones.



You can glue your favorite shells on stones.

TIRES

Tire tubes are for contemplation.



Tire tubes are for hiding in.
If you tie several together and lay them horizontally, you can hide in a tunnel.



And tire tubes are for jumping in and out of.

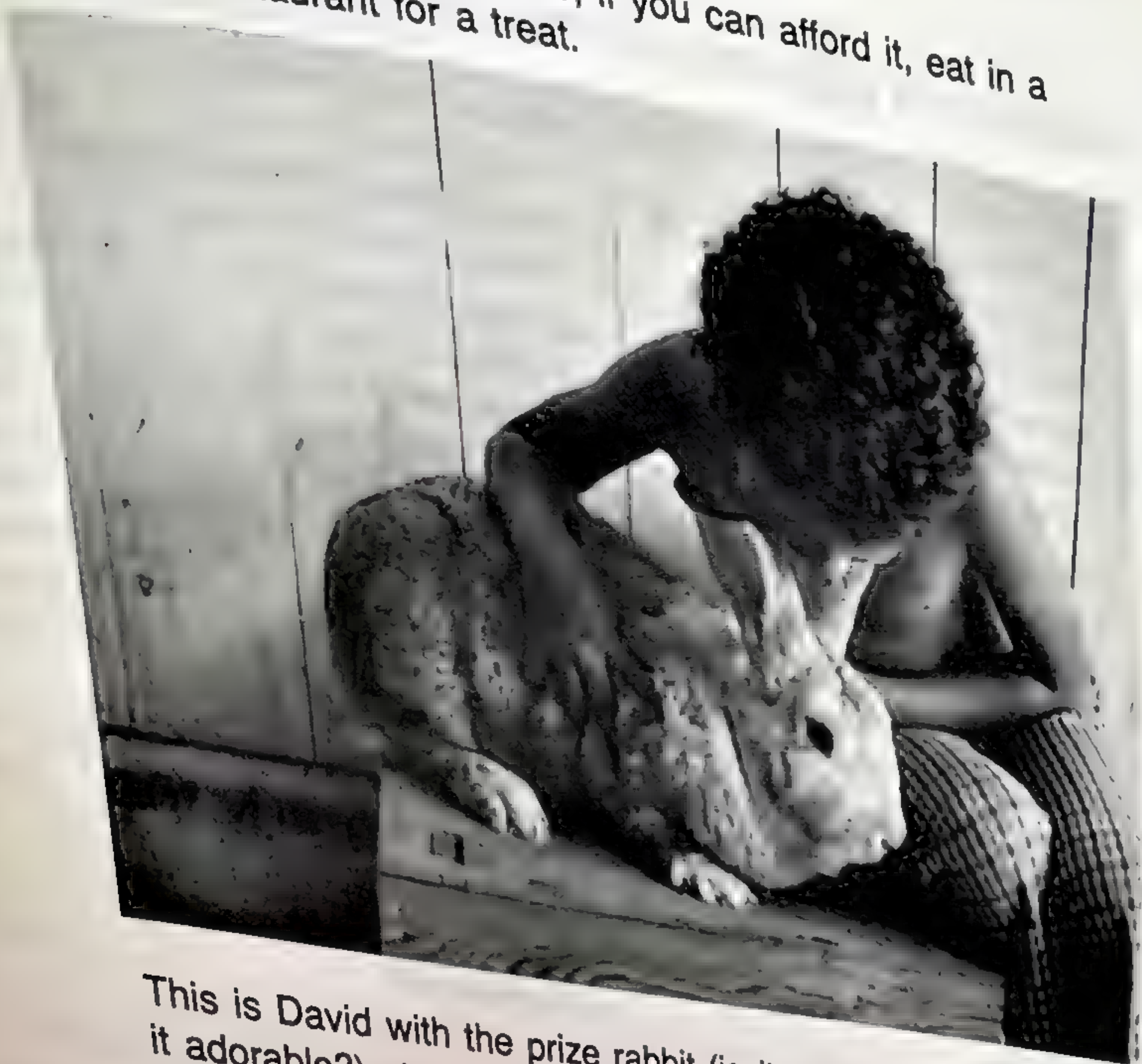
TRIPS

Often we forget that something commonplace to us can be completely new to a child. There surely must be loads of exciting things in your neighborhood or local community to delight a child's eyes and ears—and things to smell, taste, and touch.

If you look over the newspaper or call your museum, you might find notices of special events taking place or some free guided tours open to the public. Sometimes events are posted in public buildings, Y's, or libraries.

Why not decide on one place to visit, take the car or go by bus—AND MAKE A DAY OF IT!

- Be sure your child sits by the window so he or she can see things passing by.
- Also, bring a good lunch—or, if you can afford it, eat in a nearby restaurant for a treat.



This is David with the prize rabbit (isn't it adorable?) at the Erie County Fair. Its owner allowed David to cuddle the rabbit—and I don't think he will ever forget this!



It's really of no special significance that these goats are being fed (they are probably overstuffed already anyway). What is important is that there is a very good feeling when one helps and cares for a living creature.

THINGS TO SEE AND/OR DO ON A TRIP

- dirt road
- lighthouse
- fish hatchery
- dairy-cattle auction
- flower market
- sidewalk art show
- lilacs in bloom
- strawberry patch
- pigs
- cave
- cherry orchard
- stockyards
- haystack
- freshly picked peaches
- drawbridge
- wild berries
- corn festival
- skunk cabbage
- blue sky
- candy factory
- dog show
- stained-glass church windows
- flower nursery
- outdoor mural
- protest march
- religious church service
- pick-your-own fruit
- chicks peeping
- red sunset
- go for a subway ride
- wintergreen
- bridge
- fossils
- reservoir
- dam
- ride a tractor
- go on a nature-trail hike
- climb a hill
- farmers' market
- cheese factory
- quarry
- lumberyard
- dog kennel
- fort
- fish cannery
- pier
- irrigation ditch



- viaduct
- rooster crowing
- go for a boat ride along harbor
- Hispanic festival
- hooting owl
- chipmunks
- dog pound
- weeds on the shore
- St. Patrick's Day parade
- rippling water
- horses neighing
- listen to the sound of the ocean
- peepers and frogs
- soybeans
- ducks
- calves
- pebbles
- shells
- field of clover
- streams
- logging
- trees in the cemetery
- restored village
- Little Red Schoolhouse
- vineyards
- wheat
- snakes
- maple-sugar farm
- turkey farm
- mine
- burnt-out area
- waterfalls
- beaver dam
- Chinese neighborhood
- Labor Day parade
- tugboat
- airport
- trillium
- sculpture court
- mural
- violets

Then, of course, there are always the
LET'S-SEE-WHAT'S-GOING-ON-AROUND-THE-BLOCK TRIPS.

- freshly cut grass
- hot tar
- wet dog
- rays of sunshine through the clouds
- frosty windows
- sound of thunder
- sewers being laid
- telephone wires being repaired
- electric cables being buried
- bulldozer
- garbage collectors
- thick fog starting to roll in
- creaking of a porch swing
- streak of a jet through the sky
- someone practicing the piano
- the hum of insects
- curtains in a window
- high grass
- spider
- cars in a driveway
- stars
- pigeons cooing
- screeching screen door
- church bells ringing
- steak broiling
- wind whistling
- mailboxes
- the sky
- fresh yellow paint
- porch railings
- slamming of garbage cans
- clover
- shadows
- squirrels
- cocoons
- old boards
- Queen Anne's lace
- fire hydrants
- gentle breeze
- tree trunks
- dandelions
- caterpillar
- traffic signs
- political posters

- children singing
- hopscotch
- raking of leaves
- watering of lawns
- washing of porch steps
- taking of cookies over to a neighbor
- shucking of corn for dinner
- sweet-pea trellis
- big crane
- power shovel
- bricks being laid
- cement being poured
- telephone lines
- kites flying
- new roof
- fences
- delivery trucks
- babies in playpens
- new grass coming up
- the mail carrier
- ladders
- washing windows
- ball game

- children roller skating
- bicycles
- jogging
- gum wrappers
- vacant lots
- a feather
- TVs playing from an open window
- clocks chiming
- footsteps
- police officer's whistle
- dogs barking
- street lights
- ants
- butterflies
- stars
- windows in the attic
- worms
- seed pods
- animal tracks
- babies in buggies
- parents calling children to bed

WATER

Don't feel bad if you can't take your child to the beach—it isn't always possible. Besides, your child can have a lot of fun (and also learn many things) right at home with a dishpan of water. And outdoors there is always the hose water to run in and out of.

If you are lucky enough to have a backyard, why not give up a small part of it, dig a hole, (with your child's help, of course) and let your child have a magnificent *mudhole* for pies and other delicacies.

I am a little saddened that mud-pie baking is slowly becoming a lost art. IT DEFINITELY SHOULD BE REVIVED!



Isn't it remarkable that children don't seem to care *what they paint on* or *with what*? For example, here is Christine "painting" on an old newspaper with water !

Other possibilities to "paint" include: the refrigerator, the bathroom floor, and the basement floor and walls.

If you need a river for boats, you can saw an old tire through the middle.



For outdoor jobs, the driveway, sidewalk, porch steps, and fence are always in need of painting. (One intriguing aspect of water painting is that the "paint" marks always disappear when they dry.)

WOOD

The scrap boxes in lumberyards can be treasure chests for free building blocks. One nearby lumber company incinerates scraps every week—mahogany ! cherry ! walnut !—just because no one asks for them.

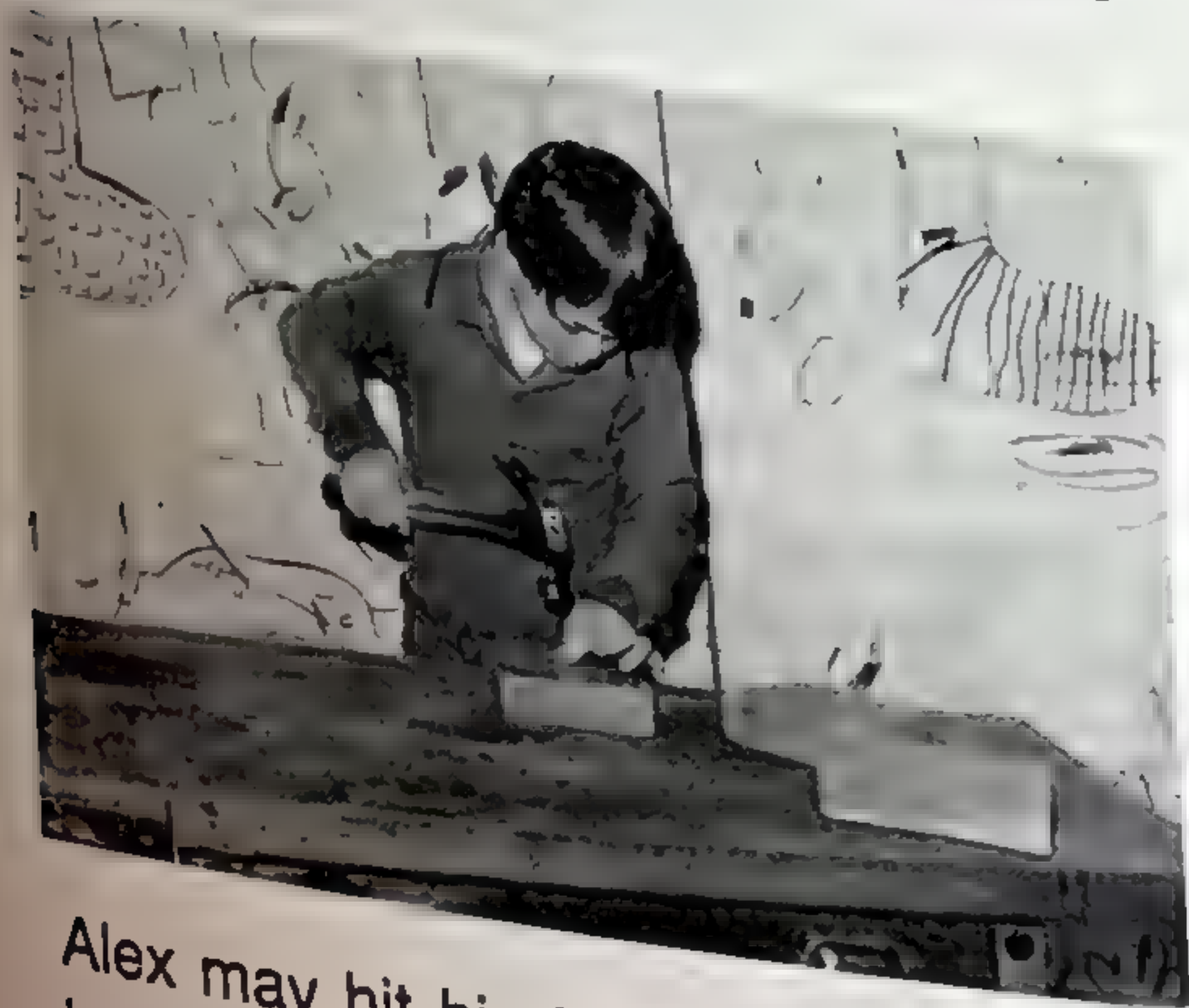
Is there a house being built in the neighborhood? Perhaps you can ask one of the workers for leftover pieces.

Only a little sanding to get rid of splinters, and your child is ready for

- pyramids
- trains
- bridges
- skyscrapers
- apartment houses
- airports
- factories

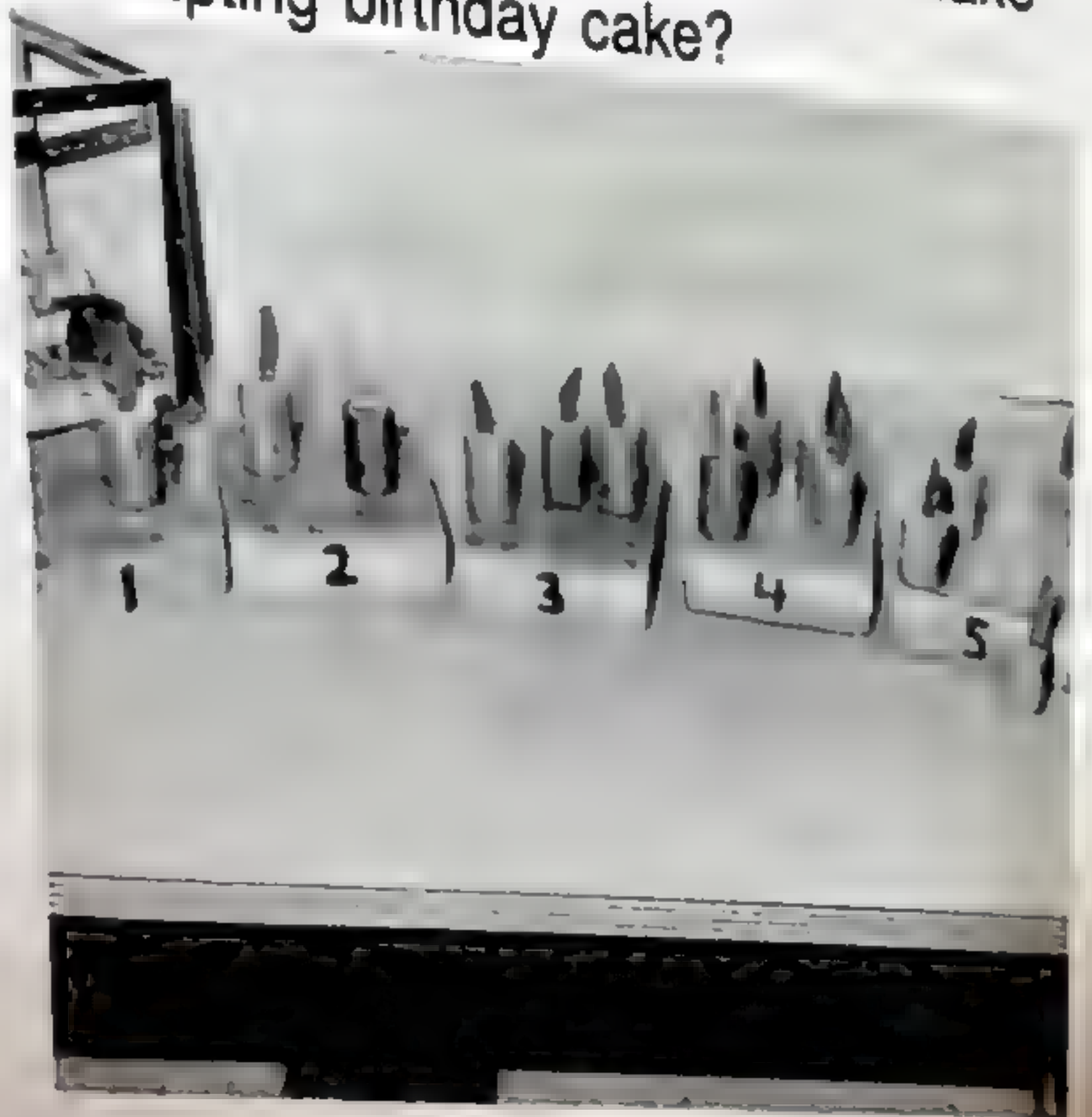
and hundreds of other projects triggered off by a fertile mind.

These particular blocks were made for our own children over thirty years ago and are still good for my students today.



Alex may hit his fingers a few times as he tries to hammer a nail into the wood, but he'll learn many things in the process. (When he learns to hammer well, he may wish to nail two pieces of wood together to make a bookend.)

Don't you think these sawed-off pieces from an old wooden broomstick make a tempting birthday cake?



WORK

Are you ever in doubt about *what to do* for a child and *what not to do*? It isn't easy to decide, because we adults can do things faster, neater—and it's oh, so hard to be patient sometimes!

Yet, it is terribly important for a child to have work to do. In a real sense, a child who isn't given work can be considered a deprived child and is likely to show the results sooner or later.

I found that there is one very good motto to keep in mind: "Try not to do for a child what the child can do for himself or herself." Try this advice as consistently as possible—you may find it remarkably useful.

How many of these things is your child trained to do consistently and willingly?

empty wastebasket	help clear table
bring in groceries from car	bring baby's bottle or diaper
fold towels, napkins from wash	dress and undress self
mop floor	stack magazines
answer telephone	turn off lights when not in use
stack newspapers into piles	dust furniture
sort wash	bring in newspaper
make bed	help wash car
put clean clothing in proper place	bring in mail
put dirty clothing in proper place	empty pockets for wash
polish shoes for self and family	help load and unload dishwasher
put on seat belt	help load and unload washing
pick up mess from front and back of car	machine and dryer
brush teeth	hang clothes neatly in closet
feed indoor pets	sort, match, and roll socks
sweep sidewalk and driveway	and put away

Of course, you won't forget to praise your child for a job well done (or not so well done if the child has tried to the best of his or her ability)!



There are so many things to do—so many things to have.
Yet, with all these things—when all is said and done

In that very instant

when you look right at the child
when the child looks right at you
when your eyes meet
and the child feels

“YOU KNOW I’M HERE. I COUNT !”

This is the most important thing you can give your child.

Blossburg-Covington

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Rev. Archie Cruickshank

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